

Job Description

Post Title:	Principal
Grade:	Group 3 (ISR), Leadership 16 to 20
NOR:	536
Responsible to:	Regional Principal, Peterborough Hub

Main purpose

The Principal will:

- Formulate the aims and objectives of the school, working with the Regional Principal.
- Establish systems and processes and implement policies and practices for achieving these aims and objectives.
- Manage staff and resources to that end.
- Monitor progress towards the achievement of the school's aims and objectives.
- Lead by example and model best practice regarding professional conduct, workload and personal development.
- Be a role model for all in the community.
- Understand and implement all Safeguarding policies and procedure in relation to working with children.

Duties and responsibilities

Qualities and knowledge

- Communicate the school's vision compellingly, drive the day to day leadership of the school and work in partnership with the Regional Principal to deliver strategic leadership.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education and have a good knowledge of education systems locally, nationally and globally.
- Work with political astuteness, translating policy into the school's context.
- Seek training and continuing professional development to meet own needs.

Pupils and staff

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure excellent teaching within an inclusive culture, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice.

Systems and processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Welcome and work with the local school forum as appropriate, providing the information they need to carry out their role effectively.
- Support the Regional Principal to ensure effective use of budgets and resources aligned with strategic, curriculum-led financial planning.
- Support distribution of leadership throughout the school.

The self-improving school system

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals and external key stakeholders.
- Model entrepreneurial and innovative approaches to school improvement and leadership.
- Inspire and influence others to believe in the fundamental importance of education in children's lives and to promote the value of education.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school.

Additional Requirements

The Principal will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Principal will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Line manager's signature:

Date:

Postholder's signature:

Date:

Person Specification

PRINCIPAL: PERSON SPECIFICATION	
Essential	Desirable
Qualifications/Training:	
<ul style="list-style-type: none"> • Qualified teacher status. • Evidence of sustained participation in CPD opportunities. 	<ul style="list-style-type: none"> • A degree or equivalent • Higher degree qualification • Postgraduate courses • Recognised management qualification • NPQH obtained (or working towards). • Participation in work with other schools/agencies. • Experience of leading CPD activities for others.
Experience:	
<ul style="list-style-type: none"> • At least 5 years classroom teaching experience (primary). • Experience of leading a significant curriculum development to implementation. • Experience of a primary school. • Experience as a Senior Leader. • Experience of managing and/or co-ordinating staff. • Experience of managing teaching resources. 	<ul style="list-style-type: none"> • Evidence of curriculum leadership across the school age range within the last 3 years. • Experience of a wider range of schools and other educational establishments. • Experience of appointing and inducting staff • Establishing and developing school administrative systems
Knowledge and Understanding:	
<ul style="list-style-type: none"> • Knowledge of the current education legislation. • Understanding of the OFSTED inspection process. • Awareness of current developments in education and the implications of these. • Practical understanding of effective teaching and learning strategies. • Understanding of actions to be taken to promote equality. • Understanding of Spiritual, Moral, Social and Cultural development. • Understanding of characteristics of an effective school. • Awareness of strategies to raise pupil achievement, manage behaviour and prevent discrimination. • Understanding of how to set aspirational targets. • Understanding of planning a broad and balanced curriculum, including assessment, recording and reporting. • Understanding of the role which can be played by parents, the church and the community in raising standards. 	<ul style="list-style-type: none"> • Recent experience of an OFSTED inspection and its follow up. • Experience of a SIAMS church inspection. • Experience of implementing strategies to promote equality and understanding of diversity, and SMSC development. • Knowledge of the SEND Code of Practice. • Experience of planning the curriculum across the age range of the school. • Experience of working directly with parents to raise standards and involvement with the church and local community. • First-hand experience of work with governors or advisory boards.
Skills:	
<ul style="list-style-type: none"> • Ability to lead, provide clear vision and command respect. • Incisive and clear strategic thinker. • Able to motivate pupils and staff. • Ability to delegate responsibility, set high standards and provide a focus for improvement. 	<ul style="list-style-type: none"> •

- Played a leading role in implementing a School Improvement Plan or Action Plan.
- Ability to lead and manage change in a school, monitor and evaluate its impact.
- Ability to use monitoring and evaluation evidence effectively to lead school improvement.
- Able to establish and develop good relationships with all involved in the school.
- Commitment to the school's wider community, and other educational establishments.
- Ability to communicate effectively in writing and orally. Competent in the use of ICT.
- Flexible and approachable.
- Resilient under pressure.
- Able to deal sensitively with people and resolve conflicts.
- Personal impact and presence.
- Positive and energetic approach to work.

Attitudes:

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| <ul style="list-style-type: none"> • A commitment to raising achievement and community engagement through partnership with stakeholders. • A determination to progress school improvement and a desire to fulfil each child's potential. A willingness to develop the school ethos. • A commitment to the development of all staff, teaching and non-teaching. • A commitment to equality of opportunity and social inclusion. • Understanding of the need to promote positive role models. • An understanding of the way schools can promote values. | <ul style="list-style-type: none"> • A personal Christian faith. • Played a leading role in establishing a staff development programme. • Experience of implementing strategies for social inclusion. |
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