David Ross Education Trust
Broadening Horizons

JOB DESCRIPTION

Job Title:

Principal

Location:

Ainthorpe Primary School, Hull

Job Purpose:

The Principal is accountable to the Trust for ensuring the educational success of the Academy within the overall framework of relevant legislation, best practice and available resources made available by David Ross Education Trust.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Regional Director

Pay Scale:

L11-L17

KEY RESPONSIBILTIES AND ACCOUNTABILITIES

KEY RESPONSIBILITIES

- Driving educational excellence and ensuring the academy continues its trajectory towards achieving the highest standards.
- Providing an inclusive, high quality educational experience for all pupils.
- Monitoring, evaluating and reviewing classroom practice, celebrating excellence, while addressing under-performance at all levels through effective actions.
- Promoting professional development, ensuring robust systems are in place to support the growth and progression of all staff.
- Keeping abreast of educational development and best management practice in order to introduce appropriate innovation that aligns with the Trust's ethos and proven approaches to curriculum and pedagogy

STRATEGIC DIRECTION AND DEVELOPMENT

- ★ Hold and articulate a clear vision focused on providing a world-class education for the pupils they serve.
- ★ Drive the strategic leadership, empowering all pupils and staff to excel.
- ★ Create a school ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- ★ Create and communicate a shared vision for the academy that inspires stakeholders and reflects the wider vision and values of the Trust and translate that vision into annual objectives and operational plans.
- ★ Develop the annual strategic plan that drives academy improvement through delivery of a knowledge-rich curriculum and a consistent approach to effective behaviour management.
- ★ Lead curriculum development ensuring that students benefit from the most rigorous and academic diet, which challenges them from their first day in EYFS and builds on their schema in a logical and coherent narrative through to leaving primary education and ready for secondary.
- ★ Work closely with other academies within the Trust and all key stakeholders to achieve this vision and secure their commitment to its enhancement.
- ★ Work within broad practice and managerial direction, making decisions that positively impact upon the educational success of the Academy.

LEADERSHIP OF TEACHING, LEARNING AND ASSESSMENT

- ★ Ensure the quality of teaching and learning is at the centre of strategic planning.
- ★ Support colleagues through a workload review programme ensuring that all work required of colleagues is meaningful and has purpose for the pupils, if it is not both of those things, be brave enough to remove it.
- ★ Monitor, evaluate and review classroom practice, implementing strategies to ensure the highest standards of teaching and learning are achieved and maintained.
- ★ Stay abreast of evidence-based research ensuring that this informs pedagogy, assessment and planning.
- ★ Establish and implement an annual cycle of assessment, monitoring and evaluation mirroring the Trust's approach, that challenges under-performance at all levels but also runs alongside a programme of teacher development and coaching to ensure that all staff are supported to deliver high quality teaching.
- ★ Implement a consistent and continuous approach to monitor pupil progress using data and benchmarks to identify individual and group achievement.
- ★ Develop and implement a range of enrichment and extra-curricular activities, which meet the Trust's aspirations for pupils.
- ★ Create and maintain a stimulating environment, which encourages all pupils to fulfil their potential and maintain a lifelong enthusiasm for learning and personal development.

ACADEMY MANAGEMENT

- ★ Work with the Trust Board and the Academy Scrutiny Committee, providing information, objective advice and support to enable the Trust to meet its responsibilities.
- ★ Develop and sustain an organisational structure, which raises standards and ensures the Academy functions effectively.
- ★ Develop and enforce school attendance policies that are clear, consistent, and communicated effectively to pupils, parents and staff.
- ★ Manage the academy on a day-to-day basis ensuring that all Trust policies, including those relating to safeguarding and health and safety are fully adhered to.
- ★ Take responsibility as defined in the health and safety policy to ensure that appropriate risk assessments are carried out.
- ★ Develop and implement systems of pastoral care to support the personal development of all pupils and undertake responsibility for promoting and safeguarding the welfare of all pupils.
- ★ Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

STAFF MANAGEMENT AND DEVELOPMENT

- ★ In conjuncture with Trust Directors, Academy Scrutiny Committee and senior colleagues recruit, retain and deploy teaching, learning support and operations staff.
- ★ Advise the Trust and Academy Scrutiny Committee on the performance, competence, and capacity of teaching and teaching, learning support and operations staff.
- ★ Carry out the performance reviews of all relevant staff and deal effectively with staff under-performance in line with Trust and Academy policies.
- ★ Motivate and support staff by identifying and addressing areas for development and building on their strengths to support Academy and Trust succession planning.

FINANCIAL RESPONSIBILITES

- ★ Determine appropriate priorities for expenditure, allocating funds effectively within the context of the annual budgetary cycle and academy improvement priorities.
- ★ With the Trust's Finance Director/Managers manage agreed budgets, ensuring effective administration and value for money.

SAFEGUARDING COMMITMENT

- ★ Ensure that all safeguarding policies and practices fully meet the latest national guidelines and are updated and published as required.
- ★ Ensure all staff are fully trained and aware of their responsibilities.
- ★ Work with all relevant agencies to protect pupils.

COMMUNITY INVOLVEMENT

- ★ Develop and maintain a culture and curriculum, which takes into account the richness and diversity of the local and wider communities.
- ★ Create and maintain effective partnerships with parents and carers to support and improve pupils' achievement and personal development.
- ★ Seek opportunities to invite parents and carers, community figures, businesses or voluntary sector agencies, clubs and societies into the academy to enrich pupils' experiences.

SUPPORTING THE WORK OF THE TRUST

- Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across Trust Academies; and support other staff in participating in Trust work.
- Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the academy and the Trust in a national and local context.
- Comply with all policies and procedures, specifically those relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection.

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 – Application

2 – Test/Presentation

3 – Interview

	Essential	Desirable	Assessed
Education, Qualifications and Relevant Experience			
★ Degree with QTS (or recognised equivalent) and a nationally recognised leadership certificate (i.e. NPQH or Teaching Leaders)	✓		**1**
★ Experience as a successful Principal/Head Teacher, Deputy Headteacher, or senior leader in a similar school	✓		**1, 2, 3**
★ Successful management of monitoring and evaluation strategies of quality of teaching and learning, student outcomes, quality of provision and efficiency	✓		**1, 3**
★ Clear evidence of successful management of whole school improvement strategies and effective school development planning	✓		**1, 3**
★ Clear evidence of having raised standards of achievement at all levels	✓		**1, 3**
★ Clear evidence of being an outstanding classroom practitioner; with strategic management, resource management, development planning, personnel management and financial management skills	✓		**1, 3**
★ Successful experience of promoting equality and diversity, inclusion and appropriate strategies for children with special educational needs	✓		**1, 3**
★ Successful experience of working with children from disadvantaged backgrounds	✓		**1, 3**
★ Successful management of OFSTED process		✓	**1, 3**
★ Successful experience of curriculum leadership and development		✓	**1, 3**
Specialist Knowledge and Skills			
★ Evidence of being an excellent teacher	✓		**1**
★ In-depth knowledge and understanding of current educational priorities	✓		**1, 3**
★ Strong knowledge of the national curriculum programme across the primary phase	✓		**1, 3**
★ Ability to plan and deliver effective training and development programmes which meet identified needs within the academy	✓		**1, 3**

★ To have the resilience and ability to plan individual programmes of work and achieve designated targets	✓		**1, 3**
★ Ability to undertake effective interpretation, analysis and use of data	✓		**1, 3**
Interpersonal and Communication Skills			
★ Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		**1, 3**
★ Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline	✓		**1, 3**
★ Well-developed interpersonal and communication skills (including written, oral and presentation)	✓		**1, 3**
★ Able to develop and maintain good relationships with staff, parents/carers, governors and the community	✓		**1, 3**
Equal Opportunities			
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		**1, 3**
Safeguarding			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		**1, 3**
★ Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		**1, 3**
Health and Safety			
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓		**1, 3**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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 Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description/Person Specification is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.