

Job Description

Establishment: George Spencer Academy

Post Title: Principal

Grade/Pay Range: Leadership plus benefits including private health care

Hours/weeks: full time

Reporting to: SAT Chief Executive and Director of Secondary Education

Department/Team:

Overall Purpose of Post

With a belief there can be no ceiling on student achievement and a passion for equality, the Principal brings strategic direction and professional credibility to George Spencer Academy. The Principal is accountable to the Chief Executive and Secondary Director of Education for ensuring that the Academy improves the life chances of children and young people by raising aspiration and fulfilling potential. The Principal will provide professional leadership and management of their individual Academy and must establish a culture that promotes excellence, equality and high expectations of all pupils, whilst contributing to the success of all pupils within the Spencer Academies Trust.

Main Duties and Responsibilities

- Provide inspirational and effective leadership and management of the Academy, ensuring pupils make outstanding academic and personal progress.
- Effective implementation and embedding of the SAT values and principles of working in collaboration and upholding the SAT mission, vision and beliefs.
- Provide leadership across all aspects of the Academy including professional leadership, management and control
- Create a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of Academy work
- The Principal will have line management responsibilities for the Senior Leadership Team in the Academy.

Strategic leadership

- Hold and articulate clear values and moral purpose, focused on providing an outstanding education for the pupils of the Academy;
- Ensure the Academy achieves its performance targets and lead the academy within the Trust's agreed objectives and operational plans, which will drive forward and sustain academy improvement;
- Demonstrate the vision and values of SAT in everyday work and practice.
- Challenge, motivate and empower others to ensure the academy provides a high quality

education and delivers the best possible outcomes for children and young people,

- Promote the Academy, and the Trust and develop effective and productive relationships with a wide range of stakeholders;
- Secure the commitment of parents and the wider community to the vision and direction of the Academy and the Trust;
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursues continuous professional and personal development

Teaching and Learning

- Provide a model of outstanding practice to all staff in teaching and academy leadership
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality and equity, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities which promote pupils' wellbeing and achievement
- Establish a positive culture of challenge, support and high expectations and a culture for sharing best practice within the Academy, drawing on and conducting relevant research and forensic data analysis;
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment

Employee Support and Development

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other;
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
- Hold all staff to account for their professional conduct and practice
- Build a collaborative learning culture within the academy and actively engage with other academies within the Trust to build effective learning communities;

Systems and Processes

- Ensure that systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the Academy and in the wider society;
- Ensure the Academy systems and measures for managing the performance of staff are implemented robustly in the phase, addressing any under-performance, supporting staff to improve and valuing excellent practice;
- Manage the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities
- Work with the SLT and Trust to recruit and retain staff of the highest quality, in line with trust policy and safer recruitment procedures

The Self-improving School System

- Work with other schools/academies and organisations (both within and beyond SAT), in a

climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils;

- Develop effective relationships with fellow professionals and colleagues in other setting and other public services to improve academic and social outcomes for all pupils;
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools;
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;
- Model entrepreneurial and innovative approaches to school improvement and leadership, confident of the vital contribution of internal and external accountability;
- Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education

Safeguarding children and Safer Recruitment

- Ensure safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by SAT
- Ensure that all policies and procedures adopted by the Trust are fully implemented and followed by all staff;
- Ensure that sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder:

Signature:

Date:

Person Specification

	Essential	Desirable
Qualifications and experience		
Qualified Teacher status	*	
Honours Graduate or equivalent	*	
Further relevant professional/academic study or development	*	
NPQH or NLE qualification or potential to achieve	*	
Substantial successful recent senior leadership experience	*	
Experience as a current Principal/Headteacher		*
Experience across the secondary age range including thorough knowledge of the National Curriculum	*	
Experience of coaching and performance management which has led to improvement	*	
Proven track record in leading and managing successful teams	*	
Experience of having led, or made a significant contribution to, the success of an Academy, through its leadership, pupil outcomes and ethos	*	
Experience of analysing and monitoring standards and developing a relevant, effective curriculum	*	
Experience of managing organisational change	*	
Involvement in successful collaborative partnerships that have led to improved outcomes.	*	
Knowledge and skills		
Outstanding classroom practitioner	*	
Up to date knowledge including pedagogy and research findings.	*	
Understanding and commitment to safeguarding and promoting the welfare of children	*	
Knowledge of current and emerging priorities for the secondary phase	*	
Knowledge of how to prioritise effective allocation of the school finance streams	*	
Ability to generate and share a vision	*	
Ability to develop and maintain appropriate relationships and establish effective stakeholder partnerships within and beyond the Academy, and cross phase.	*	
Excellent interpersonal and presentation skills across the spectrum of stakeholders.	*	
Ability to manage and prioritise workload and, where appropriate, delegate to others.	*	
Ability to use data and a range of sources of evidence to make judgements and identify priorities.	*	
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for improvement	*	
Excellent influencing skills and the ability to engage others in new ideas	*	
Able to inspire, challenge and motivate others through a range of leadership styles	*	
Has excellent organisational skills and is able to reprioritise workload.	*	
Able to work under pressure	*	
Ability to manage information for a range of purposes including internal and external to the Trust	*	
Personal qualities		
Self-aware – knows strengths and preferences and can relate to different personality types well.	*	

An inclusive mindset	*	
Self-motivated	*	
Willingness to learn	*	
Ability to work flexibly within a team and lead by example.	*	
Have a sense of perspective and a great sense of humour.	*	
Uncompromisingly ambitious for students and their life chances.	*	
Creativity	*	
Personal integrity	*	
Resilience	*	
Excellent communicator - both written and oral	*	
Recognition of the importance of personal responsibility for health and safety	*	
Commitment to the Trust's ethos, aims and whole community.	*	