

## **Responsibilities and Duties – Executive Principal Bobby Moore Academy - May 2022**

### **Strengthening the community**

- Providing strategic direction and executive leadership across both the primary and secondary sites.
- Develop a clear strategic vision for the academy which is shared and understood by all stakeholders, is ambitious and brave and is aligned to The DRET Way.
- Secure long-term success by maximising potential through the skills, talent and resources held within the academy.
- Ensure that the career paths of our staff team are nurtured and tended to, our people being our most important asset.
- Build leadership capacity at all levels through actively developing staffing structures and roles and responsibilities.
- Promote the highest possible standards of achievement and well-being for pupils.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Ensure that academy documentation, including the SEF, Academy Development Plan, Action plans, Information for the Academy Scrutiny Committee, Information for staff, Information for parents and pupils, including those on the website are clear, precise and useful.
- Secure the commitment of staff, pupils, parents and the wider community to the vision and direction of David Ross Education Trust academies.
- Develop rich and meaningful relationships with key stakeholders which mean that students have the optimum environment to learn in, with all of the support and partnerships working seamlessly to enable that.
- Ensure that safeguarding and protecting children is a core priority to core priority across the entire split site campus.
- Play a leading role in the development and growth of DRET's influence in London and at a national level.

### **Teaching and Learning**

- Maintain a high profile as an example of best practice within the classroom, be an advocate of your subject and of the importance of great subject expertise and ensure that this is always developed and respected within our schools.
- Monitor, evaluate and review classroom practice and promote improvement strategies aligned with the Trust approach to teacher-led instruction.
- Ensure that there continues to be a strong culture of professional trust, openness, candour, and always promote high expectations for performance.

## Communication and Relationships

- Implement effective strategies and procedures for staff induction, professional development and performance review.
- Create a positive ethos, in which every individual is treated with dignity and respect.
- Ensure effective planning, allocation, support and evaluation of work of teams and individuals.
- Regularly review own practice, set personal targets and take responsibility for own development.

## Strengthening the community

- Support positive strategies for promoting equality and for challenging racial and other prejudice.
- Support the development of the academy within the community, ensure strong partnerships with other schools and services in the Trust and beyond.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies to ensure children and community needs are met and to safeguard the welfare of children.
- Promote and model good relationships with parents, which are based on partnership.

## General duties and responsibilities as a senior leader:

- Play a lead role in modelling the Bobby Moore Academy Way and the development of our culture across the academy.
- Responsible for ensuring that academy policies and the Bobby Moore Academy Way are adhered to and implemented in an effective manner.
- Support the management of behaviour across the academy, overseeing and completing all duties effectively.
- Take a lead role in CPD and support programmes where necessary.
- Line-manage key departments and ensure that academy standards are met.
- Undertake rigorous self-evaluation and use findings effectively.
- Commitment and contribution to the co-curricular programme.
- Participate in Trust meetings and coaching; work in effective partnership with other senior leaders across the Trust.
- Engage fully in the academy appraisal process to fulfil personal potential and be able to participate effectively in the implementation of the academy's goals and development plan.
- Manage your own workload and that of others to allow appropriate balance.
- Manage and maintain an effective quality assurance process.
- Be responsible for promoting and safeguarding the welfare of students and for raising any concerns in line with academy procedures.
- Be responsible for promoting equality and diversity in line with academy policies and procedures.
- Promote the academy actively to potential staff and play a key part in the recruitment of new teaching staff.
- Carry out any other reasonable duties as requested.

## Person Specification – Executive Principal – BMA May 2022

Area of Focus	What do we need? (Essential)	What do we want? (Desirable)	How will we assess?
<b>Qualifications</b>	<p>Qualified Teacher Status.</p> <p>A good honours degree in a relevant subject.</p> <p>Evidence of relevant on going professional development.</p>	<p>Evidence of post graduate study.</p> <p>Completion or willingness to undertake a reformed National Professional Qualification in Executive Leadership (NPQEL)</p>	Application
<b>Experience</b>	<p>Excellent leadership practitioner with demonstrable experience of raising standards.</p> <p>Experience of sustained impact within several areas of school leadership.</p> <p>Experience of working in high-performing contexts.</p> <p>Experience of line-managing and coaching staff, talent spotting and building teams.</p> <p>Experience of closing the gap between PP/non-PP students.</p> <p>Experience in dealing with complex safeguarding issues.</p>	<p>Experience of working in areas of high economic and social deprivation.</p> <p>Experience of leading impactful strategies for closing gaps for vulnerable pupils.</p> <p>Experience of forming partnerships with other schools to drive up standards.</p> <p>Experience of forming effective partnerships with Trust-wide groups, or the equivalent thereof.</p> <p>Experience of working in an all through setting.</p> <p>Experience of working in the primary phase.</p>	Application, Interview and References

<b>Knowledge and Skills</b>	<p>Up to date knowledge of early years, primary and secondary phase knowledge-rich curriculums and research-led, phase specific pedagogy.</p> <p>Relentlessly high expectations of staff and pupils.</p> <p>Ability to draw meaningful and actionable interpretations from data.</p> <p>Knowledge of contemporary debates around multiple areas of evidence based practice.</p> <p>Excellent subject knowledge.</p> <p>Familiarity with recent developments in education policy and practice.</p> <p>Ability to motivate, inspire and develop students, staff and school leaders.</p>	<p>Knowledge of the SEND code of practice and its application to mainstream teaching.</p>	<p>Application, Interview and References</p>
<b>Character and Ethos</b>	<p>Aligned with the Academies and Trusts commitment to transformational education.</p> <p>Values-driven with a strong moral purpose.</p> <p>Willing to give and receive constructive feedback.</p> <p>Excellent interpersonal skills.</p> <p>Reflective practitioner, with a commitment to self-improvement.</p> <p>Ability to work under pressure.</p> <p>Commitment to co-curricular education as well as academic programmes.</p> <p>Have a passion for improving education across the Trust by being an active team player within the Secondary Education Team.</p>		<p>Application, Interview and References</p>