

JOB DESCRIPTION AND PERSON SPECIFICATION

<p><u>Job Title:</u> Executive Principal (Primary)</p>	<p><u>Grade:</u> Leadership range 25 – 31</p>
<p><u>Job Family:</u> Teaching</p>	
<p><u>Overall Purpose of Job:</u></p> <p>As an Executive Principal across our primary estate, you will provide strategic leadership and hold overall accountability for standards and quality of education across our primary academies.</p>	
<p><u>Main Responsibilities:</u></p> <p>Strategic Direction and Development</p> <ol style="list-style-type: none"> 1. You will provide strategic direction and leadership to academies 2. You will work to support the Trust vision 3. You will develop a positive, high achieving ethos 4. You will secure long-term success by maximise potential 5. You will build leadership capacity at all levels through actively supporting the development of staffing structures. 6. You will ensure that resources; human, financial and material; are used efficiently to achieve maximum value for money 7. You will promote the highest possible standards of achievement and well-being for pupils 8. You will apply the Trusts approved systems for managing the performance of all staff, addressing any under-performance and supporting staff to improve 9. You will ensure academy websites are compliant in the statutory content 10. You will attend AAB meetings where appropriate 11. You will secure the commitment of staff, pupils, parents and the wider community to the vision and direction of Delta Trust academies 12. You will develop positive relationships with key partners to ensure good collaborative working 13. You will promote positive strategies for challenging racial and other prejudice 14. You will ensure that safeguarding and protecting children is a core priority to each academy's work within a culture of vigilance 15. You will promote and secure at least good teaching, effective learning, high standards of achievement, good behaviour and discipline within a safeguarding culture 16. You will secure ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. 17. You will promote the Trust Strategic development plan 18. You will be accountable for the identified medium - risk academies <p>Teaching and Learning</p> <ol style="list-style-type: none"> 19. You will monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational needs, in order to set and meet challenging, realistic targets for improvement 20. You will ensure the effective use of data to raise standards 21. You will ensure the maintenance of effective partnerships with parents to support and improve pupils' achievements and personal development. 22. You will ensure the curriculum in all areas is aspirational and provides rich learning opportunities 23. You will quality assure the judgements of school leaders and support their development. 	

Leading and Managing Staff

24. You will ensure the highest standards of work are achieved and maintained by Heads of Academy
25. You will set high expectations and stretching targets for each academy community
26. You will undertake the performance management of the Heads of Academy
27. You will oversee the implementation and maintenance of effective systems for the management of staff performance
28. You will ensure the tackling of under-performance at all levels
29. With the Principals/Heads of Academy and the AAB, you will participate in the selection, appointment and induction of the teaching and support staff as appropriate to ensure that appointees have the potential to achieve the aims of Delta Academies Trust
30. You will quality assure the leadership, management and organisation of the curriculum and its assessment in order for areas for improvement to be identified
31. You will monitor effectively the attainment and progress of all pupils
32. You will challenge the effective deployment and management of all teaching and support staff
33. You will ensure that all staff are enabled to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
34. You will ensure the monitoring the workload of staff to ensure a healthy work/life balance is maintained.
35. You will engage in regular challenge meetings

Efficient and Effective Deployment of Resources

36. You will ensure the setting of appropriate priorities for expenditure and to ensure effective administration and control
37. You will ensure the effective management and organisation of accommodation to ensure that the needs of the curriculum and health and safety requirements are met
38. You will 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

Safeguarding

39. You will ensure that safeguarding practices secure the safety and welfare of all pupils
40. You will monitor safeguarding policies and procedures as appropriate
41. You will provide advice and support to Principals/Heads of Academy liaising with the local authority and working with other agencies as necessary in order to ensure child protection concerns are dealt with promptly and effectively.
42. You will ensure that all staff and volunteers are able to raise concerns about poor or unsafe practice with regard to children

Accountability

43. You will ensure that Principals/Heads of Academy and all staff recognise that they are accountable for the success of the academy and Delta Academes Trust
44. You will present a coherent and accurate account of the performance of academies as appropriate in a form appropriate to a range of audiences
45. You will ensure that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve targets for improvement.

General

46. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person without delay.
47. You will participate in training and other learning activities and performance development as required.
48. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
49. You will ensure strict confidentiality in all areas of work.
50. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).

51. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
52. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
53. You will always comply with the Trust's policies and procedures.
54. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

KNOWLEDGE, SKILLS & EXPERIENCE

Essential

- Graduate with Qualified Teacher Status (QTS) (C)
- Achieved NPQH and a commitment to achieve NPQEL (C)
- Knowledge and understanding of statutory education frameworks, including governance (A/I)
- Understanding of ways to build, communicate and implement a shared vision across a number of academies (A/I)
- Experience of strategic planning processes (A/I)
- Experience of leading change, creativity and innovation (A/I/R)
- Understanding of new technologies, their use and impact (A/I/R)
- Understanding of strategies for communication, both within and beyond the school (A/I)
- Experience of using strategies for raising achievement and achieving excellence across a number of academies (A/I/R)
- Knowledge and experience of using different models of learning and teaching (A/I)
- Knowledge and experience of using different models of behaviour and attendance management (A/I)
- Understanding of strategies for ensuring inclusion, diversity and access (A/I)
- Experience of curriculum design and management across a number of schools (A/I/R)
- Experience of using strategies to promote individual, team and organisational development (A/I)
- Knowledge of building and sustaining a learning community across a number of academies (A/I/R)
- Understanding of the impact of change on organisation and individuals (A/I)
- Experience of strategic financial planning, budgetary management and principles of best value (A/I)
- Knowledge of personnel, governance, security and access issues relating to the diverse use of academy facilities (A/I)
- Understanding and awareness of legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation (A/I)
- Understanding of the use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance (A/I)
- Knowledge of models of academy, home, community and business partnerships (A/I/R)
- Understanding of the work of other agencies and opportunities for collaboration (A/I/R)
- Experience of structures and mechanism for engaging with a wide range of agencies to ensure the safeguarding of children (A/I)
- Experience of the Academy Development Planning process and the ability to implement effectively (A/I)
- Understanding of the use of data to support strategic decision making (A/I/R)
- Knowledge of current educational issues (A/I)
- Resilient and determined but can also provide support, demonstrate empathy and deal with staff in a sensitive and considerate manner (A/I)
- Committed to inclusion and diversity to ensure the maximum benefits for students and equality in employment and service delivery matters (A/I/R)
- Personal commitment to quality and excellence (A/I)
- Able to work effectively and cooperatively between academies and with all stakeholders (A/I/R)
- Able to negotiate effectively to further the Trust's aims and objectives (A/I/R)

- Ability to develop and maintain a clear vision to lead others to plan and deliver it (A/I/R)
- Ability to articulate the vision to diverse audiences (A/I/R)
- Leadership and management skills to improve and maintain each academy's level of attainment and success (A/I/R)
- Able to drive and have the use of a car for business use in order to travel to any of the academies within the Trust (expenses reimbursed) (A/I/C)
- Able to model high standards of professional behaviour and integrity (A/I/R)
- Excellent classroom practitioner who can lead by example (A/I/R)
- Ability to motivate students and staff (A/I/R)
- Ability to review, monitor and evaluate progress and results (A/I/R)
- Committed to support the further development of learning skills and emotional literacy – with staff, students and parents (A/I/R)
- Demonstrated ability to lead, coordinate and delegate (A/I/R)
- Ability to manage change and work under pressure (A/I/R)
- Has led a school or academy through an Ofsted Inspection gaining at least 'Good' as an outcome (A/I/R)
- Significant experience as a Principal/Head of Academy with a sustained record of school improvement (A/I/R)
- Experience of developing partnership and learning between schools/academies (A/I/R)
- Experience of the effective managing of funding and resources (A/I/R)
- Delivery of an effective and broad-based curriculum (A/I/R)
- Evidence of effective appointment and personnel management (A/I/R)
- Evidence of strategic planning ability (A/I/R)
- Evidence of successfully leading and sustaining educational initiative (A/I/R)
- Able to provide clear direction and shared purpose for students, staff and stakeholders (A/I/R)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

BEHAVIOURS

- Emotionally intelligent
- Accurate self-assessment
- Self-confident
- Reliable
- Flexible
- Initiative
- Optimistic
- Empathetic
- Business acumen
- Approachable
- Inspirational leader
- Change catalyst
- Influencer
- Able to manage conflict
- Team player
- Excellent communicator
- Innovator

CONTACTS AND RELATIONSHIPS:

Managers - in daily contact with Executive/Senior leaders/Heads of Academy.

Support Staff – in regular contact with support staff who are involved in classroom support, HR, finance, cleaning, catering, site supervision and health and safety.

Trust Staff – in contact with Trust staff within the wider Education team (e.g., Subject Directors, Executive Leaders), Teaching Schools, Finance, Facilities, ICT and Human Resources.

External – in regular contact with parents/carers, AAB members, visitors, external agency professionals, suppliers, contractors, trade unions, as required.

Note:

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list