

BRANSTON COMMUNITY ACADEMY



Job Description: Principal

The Principal will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and Education and Employment legislation. The principal is accountable to the Governors for the standards achieved and the conduct, management, and administration of the school, subject to any policies which the Department for Education or Governors may make. This Job Description is based upon The National Standards for Headteachers 2020 which in its introduction sets out a useful preamble that is quoted below to set a context for this job description.

“Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance they are custodians of the nation’s schools. Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers’ standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.”

This document identifies a set of aspirational standards. The Governing Body at Branston Community Academy will use these standards with the Principal in developing strategic targets for the school and for the setting of performance management objectives.

Job purpose

To provide outstanding professional leadership and management for Branston Community Academy, in order to secure excellence in all aspects of the academies work.

Core Responsibilities

- Creating a shared vision and strategic plan that motivates all members of the academy to strive for excellence.
- Constructing a curriculum that is ambitious and gives all learners the knowledge and cultural capital to succeed in life.
- Improving the quality of teaching, learning and student achievement.
- Building a professional community that enables others to achieve, through effective relationships and communication.
- Providing effective organisation and management of the school.
- Ensuring the well-being of students and staff and equality of opportunity for all.
- Ensuring rigorous self-evaluation of all aspects of the school, leading to continuous improvement.

- Manage financial resources effectively to achieve the school's aims.
- Being responsible and accountable to the Governing Body for all delegated matters.

Performance standards

A. Shaping the future of the School

- Develop a vision for the school which is clearly articulated, shared and acted upon by all.
- Translate vision into agreed objectives and plans to promote and sustain improvement.
- Motivate and work with others to create a shared culture and positive climate.
- Actively encourage innovation and the use of new technologies to deliver creative learning opportunities and encourage excellence.

B. Student Achievement

- Ensure a consistent and continuous school wide focus on student achievement.
- Ensure a culture and ethos of challenge and support where all students can achieve success.
- Demonstrate and articulate high expectations and set challenging targets for all.
- Ensure learning is at the centre of strategic planning and resource management.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Establish creative, responsive and effective approaches to teaching and learning aimed at inspiring and fully engaging students in their learning.
- Deliver strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum which helps all students to achieve and prepares them effectively for life beyond Branston Community Academy.
- Implement an effective assessment framework and quality assurance systems which challenge underperformance and support continuous improvement through effective corrective action.

C. Developing self and working with others

- Treat people fairly, equitably and with dignity.
- Build a collaborative learning culture within the school and work collaboratively with other schools.
- Coordinate effective planning, allocation, and evaluation of team and individual work, ensuring clear delegation of tasks and responsibilities.
- Celebrate the achievements of individuals and teams.

- Develop and maintain a culture of high expectations for self and others, taking action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own professional development.
- Manage own workload and workloads of others, to allow a work/life balance.

D. Managing the organisation

- Create an organisational structure that reflects the school's values, and enable the management systems, structures and processes to work effectively in line with legal requirements.
- Produce, implement and allocate appropriate resources to evidenced based improvement plans.
- Manage financial resources effectively and efficiently, ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
- Seek to recruit and retain staff of the highest quality; deploy and manage their workload to achieve the school's vision and educational goals and priorities.
- Ensure effective induction, performance management and Continuous Professional Development for all staff.
- Foster a culture which empowers staff, rewards success, promotes innovation and builds a strong and supportive team ethos.
- Manage and organise the school's environment efficiently to ensure it meets curriculum needs, safeguarding and health and safety regulations.

E. Strengthening community

- Demonstrate an active presence; engaging with staff, students, parents and the wider community.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and development.
- Seek opportunities to develop links with individuals and organisations, to enhance and enrich the school and its standing in the community.
- Collaborate with external agencies and groups to provide for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Cooperate and work with relevant agencies to protect young people.
- Develop effective partnerships with other schools and the Lincolnshire Teaching School Alliance.
- Create and promote positive strategies for challenging prejudice.

F. Securing accountability

- Fulfil contractual accountability commitments to the Governing Body.
- Work with the Governing Body to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to audiences including Governors, parents and carers.
- Develop an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Reflect on personal contribution to school achievement and take account of feedback from others.