

THE HARMONY TRUST

JOB DESCRIPTION

Job Title: Principal within The Harmony Trust	
School Group Size: Group	Individual School Range: N/A
Responsible to: The Harmony Trust Board of Trustees	Responsible for: All staff within the academy in which you are deployed
Job Description - This job description is based on the national standards for Headteachers / Principals and may be amended at any time following consultation between the Principal and Board of Trustees.	

Core Purpose of the Post:

The core purpose of the Principal is to raise standards of achievement for all pupils by providing professional leadership and management within any of the Trust's academies. The Principal must establish high quality education by leading teaching and learning, having high aspirations and developing all staff. Principals must establish a values driven ethos that promotes excellence, equality and high expectations of all pupils.

The Principal is the leading professional within an academy setting. Accountable to the governing body & board of directors, the Principal provides vision, leadership and direction for the academy and ensures it is managed and organised to meet the aims and ambitions established by the directors and the community the academy serves. The Principal is responsible for monitoring and evaluating the academy's performance and identifying priorities for continuous improvement. The principal priorities will include raising standards for all children and ensuring equality of opportunity for all by developing effective policies and practices. The principal will deploy resources efficiently and effectively to achieve the academy's aims and objectives. The principal will be responsible for the effective day to day management, organisation and administration of the academy.

The principal secures the commitment of the wider community to the academy by developing and maintaining effective partnerships with, for example, schools / academies, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, principals play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

With governors & directors, the principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

Key Areas of Responsibility:

The Harmony Trust Ltd

Registered Number: 8840373

Registered Office: Greenhill Academy, Harmony Street, Oldham, OL4 1RR

To undertake the professional duties of a principal, as set out in the current School Teachers' Pay and Conditions Document and National Standards for headship, which focus on: -

1. Shaping the Future

Working with the governing body and board of directors to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the academy community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining academy improvement and ensuring that the academy improves the life chances of all its pupils.

The Principal of a Harmony Trust Academy will:

- Ensure the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the academy community to translate the vision into agreed objectives and operational plans, which will promote and sustain academy improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading Learning and Teaching

The Principal will have a central responsibility for raising the quality of teaching and learning and for pupils' achievement, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. Pupils will experience a positive learning culture and become effective, enthusiastic, independent learners, committed to life-long learning.

The Principal of a Harmony Trust Academy will:

- Ensure a consistent and continuous academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching which meets need.
- Ensure a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole academy community.
- Implement strategies that secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective intervention and follow-up.

3. Developing Self and Working with Others

The Principal will build a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the principal supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, our principal should be committed to their own continuing professional development.

The Principal of a Harmony Trust Academy will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive academy culture.
- Build a collaborative learning culture within the academy and actively engage with other schools / academies to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for your own personal development.
- Manage your own workload and that of others to allow an appropriate work/life balance.

4. Managing the Organisation

The principal will ensure that the academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment, by building capacity across the workforce and ensuring resources are deployed to achieve value for money. The principal will build a successful organisation through effective collaborations with others.

The Principal of a Harmony Trust Academy will:

- Create an organisational structure which reflects the academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy, implement successful performance management processes with all staff.
- Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the academy.

5. Securing accountability

The principal is accountable to a wide range of groups, particularly pupils, parents, carers, governors, and directors. They are accountable for ensuring that pupils enjoy and benefit from the high quality education at the academy, for promoting collective responsibility within the whole academy community and for contributing to the education service more widely. The principal is legally and contractually accountable to the Board of Directors for the Trust, its environment and all its work.

The Principal of a Harmony Trust Academy will:-

- Fulfil commitments arising from contractual accountability to the Board of Directors.
- Develop an academy ethos which 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.
- Work with the governing body and Board of Directors (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including directors, governors, parents and carers.
- Reflect on personal contribution to the academy's achievements and take account of feedback from others.

6. Strengthening Community

The principal will collaborate with other schools and academies, to share expertise and bring positive benefits to their own and other schools / academies. They will work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The principal will share responsibility for leadership of the wider educational system and be aware that academy improvement and community development are interdependent.

The Principal of a Harmony Trust Academy will:

- Build an academy culture and curriculum which takes account of the richness and diversity of the academy's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to enhance and enrich the academy and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools / academies and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

7. Safeguarding Children & Safer Recruitment

This academy is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

The Principal will ensure that:

- The policies and procedures adopted by the Board of Trustees are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

PERSON SPECIFICATION

Job Title: Principal

***Information for applicants: when completing the application form please remember that you are only required to supply relevant evidence to satisfy the emboldened criteria below**

	Criteria	Essential (E) / Desirable (D)	How Assessed
Education & Qualifications	Qualified Teacher Status.	E	Application Form
	Degree or equivalent.	E	Application Form
	Evidence of continuing professional development including preparation for a senior management role.	E	Application Form
Work related experience	Experience as a Head Teacher	E	Application Form
	Experience of leading a journey of improvement in a primary setting.	E	
	Experience of Leadership in more than one school / academy.	E	Application Form
	Experience of successful strategies for raising pupils' achievement and educational development, promoting pupils spiritual, moral, social and cultural development and their good behaviour.	E	Selection process
	Experience of and strategies for effectively managing a wide range of staff.	E	Application Form
	Experience of implementing and overseeing successful school / academy improvement initiatives.	E	Selection process
	Experience of analysing comparative data, together with information for pupils' prior attainment, to establish benchmarks and to set targets for improvement in teaching and learning.	E	Application Form
		E	Application Form
		E	Application Form

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	Criteria	Essential (E) / Desirable (D)	How Assessed
	<p>Experience of current good practice in assessment techniques and curriculum development.</p> <p>Experience of strategies for curriculum enrichment that have shown successful impact for all age groups.</p> <p>Experience of different leadership styles and practices and their effects in a variety of contexts within school.</p> <p>Experience of equality of opportunity and inclusion and the implications for this academy.</p> <p>Experience of thinking and planning strategically that will continue to build, communicate and carry forward a coherent and shared vision.</p> <p>Experience of leading innovation, creativity and change in a school and wider educational context.</p> <p>Experience of the strategies for improving the quality of learning and teaching including promoting excellence and challenging poor performance.</p> <p>Experience of monitoring and evaluating the effectiveness of learning and teaching including its outcomes in terms of standards, achievement, personal development and wellbeing.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Selection process</p> <p>Selection process</p> <p>Selection process</p> <p>Application Form / Selection process</p> <p>Application Form / Selection process</p> <p>Selection process</p> <p>Application Form/Selection process</p>
Skills & Abilities	<p>Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgement.</p> <p>Able to consult and negotiate to achieve the best possible outcomes for children and their families.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>Application Form / Selection process</p> <p>Selection process</p> <p>Selection process</p>

	Criteria	Essential (E) / Desirable (D)	How Assessed
	<p>Able to work in partnership and accept appropriate support from others, including colleagues, Governors and the Trust.</p> <p>Able to work in collaboration and network within and beyond the academy.</p> <p>Able to establish and sustain effective organisational structures, systems, policy and practice including safeguarding.</p> <p>Able to engage in dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities at the academy.</p> <p>Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils</p> <p>Willingness to support the Local Authority's ambition for community cohesion.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Selection process</p> <p>Selection process</p> <p>Selection process</p> <p>Application Form/ Selection process</p> <p>Selection Process</p>
Knowledge	Knowledge of the principles and practice of Quality Assurance systems including school review, self evaluation and appraisal.	E	Application Form / Selection process
Work Circumstances	<p>Requirement to work flexibly to meet the demands of the post including some evening and weekend work.</p> <p>An enhanced Disclosure and Barring check is required.</p>	<p>E</p> <p>E</p>	<p>Selection process</p> <p>Selection process</p>