



# Harriers Banbury Academy

an Aspirations Academy

## Job Description

The Principal of Harriers Banbury Academy will carry out the professional duties as set out in the Trust's contractual framework for teachers and abide by the Headteacher Standards. The Principal is responsible for all aspects of the internal organisation, professional leadership and strategic direction, budgeting, safeguarding and premises controls within the academy. They will create a culture of constant improvement, be an inspirational leader and be committed to the highest aspirations for all. The main aspects of the role:

- Create an environment where all children and staff feel valued and have a strong sense of belonging.
- Safeguard all stakeholders and expect safeguarding to be everyone's responsibility.
- Promote equality, equity and inclusion irrespective of race, gender, ethnic origin or disability.
- Drive the continuous and consistent focus on raising achievement and improving pupil outcomes.
- Develop teaching and learning of the highest quality.
- Promote a school that enables all pupils to access a broad and balanced 'No Limits' curriculum.
- Implement the Aspirations Academies Trust vision and ensure it is understood by all stakeholders. Maintain a positive profile in the community - local and national.

### The Principal will:

#### 1. Shape the future by leading strategically

- Develop and implement a strategic plan, underpinned by sound financial planning which secures continuous school improvement and also challenges, motivates and empowers others to attain ambitious outcomes.
- Ensure the raising of aspirations, achievement and attainment through the fostering of an inclusive, sustainable and innovative lifelong education environment.
- Ensure a close working relationship with other Aspirations Academies, sharing staff and resources, whilst at the same time maintaining the distinctive educational qualities of the academy.
- Effectively market and promote the academy to a range of audiences.

#### 2. Lead learning and teaching

- Develop an inclusive and supportive approach so that the academy is a place where all young people feel welcome and can thrive.
- Secure and sustain effective teaching and learning throughout the academy by monitoring and evaluating the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement for all.
- Ensure that effective and appropriate pastoral support is available to students.
- Establish creative, responsive and effective learning in all curriculum areas and ensure relevant CPD supports staff to deliver this.

- Embed the Trust's Core Guiding Principles into every aspect of the culture of the academy and promote the acquisition and application of knowledge along with the development of the Trust's 'No limits' education offer.

### 3. Raise aspirations, achievement and attainment

- Address the needs and aspirations of each student through personalised learning and mentoring. Celebrate student and staff successes to secure positive self-worth.
- Use assessment data to set challenging targets and high expectations for all.
- Challenge practice to ensure a stimulating learning environment.
- Ensure academy-wide priorities are consistently and effectively implemented and monitored through an Academy Improvement Plan.
- Ensure robust and effective review systems lead to continuous improvement.
- Lead pupil progress meetings and use pupil progress data and outcomes rigorously to optimise learning for all children and to drive up standards of teaching and learning.
- Establish creative, responsive and effective approaches to teaching and learning.
- Implement and use a thorough monitoring evaluation cycle to ensure that planning and provision tackles any areas of weakness and celebrates successes.
- Tackle under-performance at a range of levels and hold those to account who do not meet expected standards.
- Liaise with subject leaders to ensure the development of each curriculum subject is broad, rich and consistent.
- Monitor key professional practices on a regular basis ensuring all relevant policies are adhered to and meet the needs of the academy.

### 4. Develop self and others

- Develop a culture of personal responsibility and motivation to enable a shared contribution to a purposeful and transparent vision.
- Ensure a high standard of professional development for all staff and work alongside the Aspirations Learning Institute to formulate a high-quality professional development offer for all.
- Work with all staff to build effective teams through coaching, mentoring and time to discuss best practice.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and to keep own skills and knowledge relevant.
- Encourage, support and lead staff to work with staff in other Aspirations Academies to promote the
- sharing of good practice and school improvement.

### 5. Lead the organisation

- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academy.
- Lead by example and be a highly visible presence around the academy.
- Establish collaborative and open relationships with all stakeholders.
- Critically evaluate the academy's performance and report outcomes to the Regional Board.
- Communicate openly with the Academy Improvement Director on a regular basis.

- Ensure that communication channels exist enabling all staff to receive the information they need in order to carry out their professional duties effectively and to be able to ask questions and share their ideas.

## 6. Managing the organisation

- Ensure all safeguarding and health and safety procedures are rigorously followed.
- Ensure the smooth day- to-day running of the academy.
- Work with senior Trust staff to recruit and retain staff of the highest qua and work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Ensure the effective implementation and operation of Aspirations Academies Trust common systems in Harriers - Arbor, IMP, CAFM, DC Pro Assessment, Managed IT, My Concern, etc.
- Take responsibility for the collection of data and making returns of all statutory requirements to the Department for Education.
- Plan and manage the academy's financial resources and maximise the level of external funding that is attracted to support its development and ensure that the academy works within the financial budget set. Actively promote and foster the importance of pupil and staff behaviour that shows respect, consideration and thought for others.
- Contribute to school self-evaluation and ensure improvement plans and policies promote continuous
- school improvement.
- Attend Regional Board meetings and lead sub-committee meetings where appropriate.
- Work closely with parents to promote a joined-up approach to learning and support teachers to ensure
- parents are informed about their child's learning and spiritual, moral, social and emotional growth.
- Monitor resources and to oversee the deployment of them, ensuring value for money.

## 7. Managing professional standards

- Ensure the highest standards of professional conduct and confidentiality at all times.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the academy's behaviour code and uniform regulations.
- Support staff where necessary to communicate with parents when there are concerns with academic work, behaviour or uniform.
- Participate in staff training and meetings. Organise / lead INSET as required.
- Develop and maintain good relationships with all stakeholders and partners.
- Be a proactive member of SLT and instil confidence and respect from colleagues.
- Have a high level of written and spoken English to ensure professional standards are met at all levels and communication is of a high level.

## 8. Securing accountability

- Contribute to, and articulate, an ethos, which enables everyone to work collaboratively.
- Ensure all staff have clearly defined responsibilities and accountabilities.

- Establish strong senior and middle leadership roles within a distributed leadership structure. Secure robust academy self-evaluation and quality assurance procedures.
- Take a lead role in staff growth conversations (appraisal).
- Ensure that all children make optimal progress even when there are barriers to learning, through excellent systems and provision for all.
- Hold difficult conversations where necessary to ensure high standards are always maintained.
- Update policies and ensure staff adhere to these policies.
- Report to the Regional Board.

#### 9. Lead in the community through collaboration

- Maintain rich partnerships with families, the community and other local schools.
- Ensure a range of community-based learning experiences and promote employability and cultural capital links.
- Collaborate with other agencies to ensure pupil and community needs are met.
- Develop the academy's extended school provision, including extra-curricular offer and wrap around care.
- Actively support the diversity of the Academy's community and students.

#### 10. Support the work of the Aspirations Academies Trust

- Develop and maintain the Aspirations ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum.
- Develop strong, positive relationships with colleagues in the Aspirations Academies Trust, contribute to collaborative work across Aspirations Academies and support other staff in participating in Aspirations Academies Trust work.
- Participate in Aspirations Academies Trust and sector-wide activities in order to share best practice, contribute to the development of Aspirations Academies Trust strategies and policies and promote the Harriers Academy and the Aspirations Academies Trust in a local and national context.
- Provide advisory support to other Aspirations Academies as required.

\*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of the Appraisal system to clarify individual responsibilities within the academy and Trust structure and to ensure the character of the post as identified remains relevant. The Principal will be expected to comply with any reasonable request from the Academy Improvement Director or Chair of the Regional Board to undertake work of a similar level that is not specified in this job description. The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition in line with their skill set and abilities to fulfil the role.