

## Job Description and Person Specification

**Post Title:** Principal – Krishna Avanti Primary School (Croydon)  
**Responsible to:** Education Director  
**Grade:** L10 to 18

### Core purpose

The core purpose of this role is to provide professional leadership and management of the school that will achieve high standards in all areas of the school's work.

To achieve success, the principal will:

- Assume overall responsibility for the day-to-day running of the school
- Be accountable and responsible to the Avanti Trust Board for the effective administration, management and performance of the school
- Effectively manage learning and teaching
- Provide vision, leadership and clear direction
- Promote excellence, equality and high expectations for all pupils and staff
- Evaluate school performance and identify priorities for continuous improvement
- Effectively secure, manage and deploy resources to achieve the school's aims
- Develop strong distributed leadership;
- Maintain and develop a safe and productive learning environment that is engaging and fulfilling for all pupils
- Maintain our parental and local community engagement
- Work effectively and transparently with the school's stakeholder committee (SSC).

### Leadership

- Provide inspiration and strong leadership to the teaching team to ensure that the school continues to deliver the highest standards of learning and teaching
- Work within the school community to ensure the school's vision is translated into agreed objectives and plans which will promote school improvement
- Lead by example in communicating and embodying the school's vision and values, ensuring they are clearly articulated, understood and acted upon effectively by all
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community
- Lead in formulating, implementing, monitoring and reviewing policy and practice together with the SSC.

### Learning and Teaching

- Maintain a consistent and continuous school-wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality
- Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning



- Secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing
- Maintain and develop our immersive learning curriculum and enrichment activities
- Assess, monitor and evaluate the quality of teaching standards and the delivery of the curriculum, in order to build on success and identify and act on areas of improvement
- Ensure that parents are appropriately engaged in partnership with the school in their children's development.

### **Staff Management and Development**

- Develop effective professional relationships and good communication, which enable everyone in the school to achieve
- Motivate and work with others to create a shared culture and positive environment
- Ensure that staff wellbeing is prioritised
- Ensure effective planning, allocation, support and evaluation of work, establishing clear delegation of tasks and responsibilities
- Be focused on opportunities for growth and continuing professional development of the teaching team by creating an inspiring professional work environment
- Ensure that all staff receive regular performance reviews, have individual professional development plans to address skills gaps and establish fair and transparent systems for managing performance and addressing under performance, supporting staff to improve and valuing excellent practice
- Ensure that all staff are involved in the school development plan and that staff and the SSC have the opportunity to be involved in setting key priorities
- Retain, and where necessary, recruit a high-quality leadership and teaching team and deploy staff effectively in order to improve the quality of education
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

### **Managing resources**

- Take time to plan and regularly review the staffing structure to ensure its sustainability for the school
- Agree and set appropriate priorities for expenditure, allocate funds and ensure systems are in place for the effective administration and control of school budgets
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Ensure the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
- Ensure the school building meet the needs of the curriculum and health and safety regulations
- Supplement the school's income through creative forms of fundraising.

### **Safeguarding and Safer Recruitment**

- Ensure that the safeguarding arrangements within the school are visibly compliant with national guidelines and the Trust's policies and procedures



- Ensure all recruitment is in accordance with the safer recruitment guidance and conducted by suitably qualified managers
- Nurture a supportive working environment where employees and pupils feel able to report behaviour / incidents of concern in complete confidence
- Ensure all employees receive safeguarding training at least once a year
- Monitor the school's single central record and DBS clearance processes to ensure compliance.

### **Accountability**

- Be accountable for the overall performance of the school
- Engage in rigorous and realistic self-evaluation
- Ensure that staff recognise that they are accountable for the success of the school and are clear what their role is
- Be confident, consistent and fair in holding staff accountable for their performance against appraisal targets.

## **PRINCIPAL PERSON SPECIFICATION**

### **1. QUALIFICATIONS AND TRAINING**

S/L Criteria		Essential	Desirable
1	Qualified teacher status	✓	
2	Degree	✓	
3	Higher degree		✓
4	Management qualification		✓
5	National Professional Qualification for Headship (NPQH) or equivalent		✓

### **2. TEACHING AND MANAGEMENT EXPERIENCE**

S/L Criteria		Essential	Desirable
1	Leadership experience at a senior level within a primary school	✓	
2	Experience of management in a multi-professional environment required for post		✓
3	Experience in more than one school		✓

### **3. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

S/L Criteria		Essential	Desirable
1	Educational development of primary aged pupils	✓	



2	School leadership and management	✓	
3	Excellent teaching and learning strategies to meet the diverse needs of all to achieve and enjoy learning	✓	
4	School improvement strategies	✓	
5	Budget Management	✓	
6	People Management	✓	

#### 4. PERSONAL SKILLS AND QUALITIES

S/L Criteria		Essential	Desirable
1	A very high standard should be demonstrated in the following	✓	
2	Genuine passion and a belief in the potential of every student	✓	
3	Ability to establish positive relationships with pupils and adults	✓	
4	Effective leadership style that encourages participation, innovation and confidence	✓	
5	Ability to lead, coach and motivate staff within a performance management framework, including professional development.	✓	
6	Ability to develop the leadership skills of others.	✓	
7	Strong interpersonal, written and oral communication skills	✓	
8	Accepts personal responsibility for their own actions	✓	
9	Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction.	✓	
10	Motivation to continually improve standards and achieve excellence	✓	
11	Commitment to the safeguarding and welfare of all pupils	✓	
12	Inspires confidence	✓	