

Role Profile: Principal
Salary:
Reporting to: Executive Principal
Responsible for: Teaching Staff

Important Functional Relationships:

Internal - Staff within Wave Mat Academy; Staff within the Academy

External - Headteachers and other school-based staff; Pupils and their Parents/Carers; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non-statutory; Professional, Administrative and Clerical staff within Children, Schools and Families; Staff within other Council departments. Local residents/ community

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

Responsible for:

The Principal is responsible for effectively leading, managing and inspiring the academy, ensuring all children/young people referred to the Trust and employees in the academy achieve their full potential in an inclusive and safe environment in accordance with local and statutory policies and guidance.

At Wave we have a strong vision and four core principles, to lead, empower, achieve and drive, that as a Principal you will be expected to demonstrate in your working practices.

Main Duties and Responsibilities:

- be accountable for ensuring that the academy is a safe place to work and learn and that all Health and Safety requirements are met;
- maintain and promote the academy as a safe place for pupils by enforcing safer recruitment and safeguarding systems
- ensure all staff are trained and understand how to keep pupils safe and deter unsuitable persons;
- be responsible for the academy premises making sure that they are fit for purpose and identifying future needs;
- ensure that all responsibilities delegated by the Executive Committee and the Local Governing Body/Board are carried out;
- with the CFO & HR Manager create and regularly review an academy structure that reflects the Trust's values and enables management systems, structures and processes to work effectively and efficiently;
- be accountable for the management of the academy budget and ensuring value for money and robust and effective financial management systems are in place within the academy;
- with HR, manage the employment of the staff within the academy in accordance with their conditions of employment and current employment legislation;
- with finance, manage the procurement of resources for the academy in line with Trust policies and financial frameworks;
- ensure that all resources available to the academy are used in ways which are for the promotion and achievement of the Trust's priorities, values and objectives;
- report regularly to the Executive Committee and the Local Governing Body on all resource matters within the academy.
- use all resources available to provide a stimulating curriculum and environment which will prepare pupils for their futures with confidence and determination;
- to provide advice on specific issues for the Executive Committee on request, and to attend case conferences and other pupil specific meeting as requested
- to maintain confidentiality of information acquired in the course of undertaking duties for the Trust
- provision of up-to-date and accurate statistics

Leading Teaching and Learning:

- Management of teaching and non-teaching staff associated with your academy, to include monitoring of appraisals and staff performance management
- Ensuring efficient and effective deployment of staff and resources
- Developing programmes of formal and informal education to provide up to 25 hours per week
- Provision of educational advice for Statement of Special Education Needs under the Education Act 1996 and ensuring the needs defined in the statement are met
- To instigate and organise multi-disciplinary assessments of special educational needs, including arrangement for transitional reviews

- Timetabling of appropriate staff and groupings of children in the academy and elsewhere
- lead, design, implement and review a curriculum for the academy which inspires and engages all pupils and makes learning really exciting and relevant for every child and is in line with the Trust's curriculum policy;
- improve and explore new ways of working, alternative curriculums and innovation, sharing with the Executive Committee and staff in the academy as appropriate;
- ensure a consistent and continuous focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual pupil progress;
- ensure that achievement is recognised and rewarded in every individual the academy;
- develop, implement and review effective strategies for behaviour and attendance management ensuring that these are understood and implemented by staff;
- monitor, evaluate and review classroom practice and promote improvement strategies, aiming for outstanding standards of teaching and learning at all times;
- ensure that communication is effective with pupils, parent and carers on any matter relating to learning, progress, behaviour, attendance and any other aspect of school life;
- participate in the teaching of pupils as is appropriate within the academy and in the management of other duties;
- ensure that teaching is sufficiently differentiated to enable pupils individual needs to be met;
- develop robust systems to monitor and quality assure predicted outcomes across the curriculum in a systematic way
- achieve a sense of community within the academy through the management of expectations, raised aspirations and increased self-belief
- implement effective pastoral care systems and behaviours to maximise positive pupil welfare and a shared zero tolerance of bullying and other anti-social activity.
- involve relevant stakeholders in a constructive way in decision making processes within the academy and develop policies and practices that recognise pupils as partners in the learning process.
- actively participate in QA reviews of other academies within the Trust
- Be responsible for monitoring progress and ensuring national and local performance targets are met
- Where appropriate, attending and/or contributing to meetings called by education and other agencies, including Child Protection, statutory reviews and Children in Care reviews
- To attend and contribute to team meetings on a regular basis
- Setting appropriate educational and behavioural targets
- Arranging INSET for staff working at the academy and within the MAT
- Ensuring that children have access to appropriate accreditation according to aptitude and ability (including GCSE, RSA etc.)
- Arranging and supervising work experience for pupils as appropriate
- Negotiating and implementing academy re-integration plans

Communication and Relationships

- create, maintain and develop positive and effective working relationships both with and between young people, colleagues, parents and carers, governors, trust members and other stakeholders;
- recognise where relationships between others are not progressing well and taking proactive measures to improve those relationships;
- develop an effective working relationship with both the Executive Committee and the local governing body, advising and reporting to them appropriately in line with agreed schemes of delegation;
- ensure that policies procedures and expectations are shared and communicated with staff, pupils and parents/carers;
- develop relationships with other schools & academies to ensure smooth transitions for pupils.

Developing self and others

- Provide feedback to staff at in-service sessions the outcome of such courses.
- review policies and practice aligned with the MAT
- Be responsible for your own continuing self-development, undertaking training as appropriate
- Succession: identify leaders of the future within the academy by encouraging, supporting
- Planning: actively seeking out development opportunities
- Proactively identify and manage under performance.
- manage the appraisal process for all staff making sure that targets and objectives are identified and promote not only the development of the staff but the improvement of teaching and learning in the academy to enable pupils to progress;
- encourage and support staff within the academy in their professional development, working with the CEO and Executive Head to identify appropriate opportunities
- with the CEO and Executive Head manage own professional development and actively engage with and seek out areas for improvement;
- work with the HR Manager to recruit and retain staff of the highest quality to the academy;
- with the Executive Committee develop a talented and motivated senior leadership team to drive the academy forward;
- identify areas across the Trust to invest in joint training, peer coaching, sharing good practice and professional dialogue in a climate of trust;
- make recommendations on the applications of teaching staff for Post Threshold Teacher status.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively with Principals

- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professional

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's Five Year Plan, policies, practices and procedures, so as to support the school's values and vision

Health and safety

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Substantial experience in main stream/special school, Academy or PRU; • Substantial experience in SEN • Display personal and interpersonal development and team-working skills; • Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity; • Pro-actively plan, organise and manage workload; • Display reflective practice and reflexivity; • Display Knowledge and understanding of appropriate use of ICT in an education setting; • Display regular evidence of initiative taking; • Display robust self management skills with regard to problem solving; • Experience of successfully working with children with SEN; • Proven record of behaviour management; • Experience of working with disaffected children either in 	<ul style="list-style-type: none"> • Knowledge and understanding of children with medical difficulties; • Principal of AP/PRU/Special School

	a special or main-stream setting;	
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • NPQH <p>Masters degree</p>
Special Knowledge and Skills	<ul style="list-style-type: none"> • Robust self management skills; • Proven ability to successfully teach a range of subjects at different key stages; • Knowledge of Performance Management and the ability to set and monitor appropriate targets; • Ability to use ICT both personally and in the classroom; • Working knowledge of primary and secondary nation strategies 	<ul style="list-style-type: none"> • Proven ability to lead on a core subject area • Understanding of specialist research in SEN
Any Additional Factors	<ul style="list-style-type: none"> • Regular access to a car; • Current driving licence; • Motor insurance certificate with Business use; • Can work as a member of a team. 	