



The Sheffield UTC Academy Trust - Principal Job Description

Job Purpose:

The Principal will operate under the direction of the Chief Executive Officer/ Executive Principal in relationship to:

- With the Executive Principal and Members, Trustees and Governors (individual and collective) provide the leadership and management that enables the UTC to give every student high quality education and which promotes the highest possible standards of achievement, skills development and well-being.
- Secure the long-term success of the UTC by maximising potential through the skills and resources held within the UTC.
- Build the UTC's leadership capacity at all levels through actively developing strategic governance, effective staffing structures combined with clear roles and responsibilities.
- Develop the profile and reputation of the UTC in the local, regional and national contexts, utilising the expertise of its supporting employers, colleges and universities.
- Establish successful marketing and recruitment strategies to meet student recruitment targets for UTC from across the City, County, and surrounding regions.
- Develop, grow, and maintain the highest levels of employer and other stakeholder engagement and support for the UTC, enhancing individual student success and progression, and employer satisfaction.
- Promote and support the fulfilment of the vision of Sheffield UTC Multi-Academy Trust within the UTC.

Responsible for:

- The day to day leadership and management of the UTC.
- Under the direction of the Executive Principal, and in association with Trustees and Governors of the Trust, fully support the strategic leadership and management of the UTC.
- With regard to the UTC, ensure a safe, calm, well ordered environment for all, being accountable for Health & Safety and Safeguarding.

With regard to the current Headteacher Standards (2020 version here) responsibilities include:

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

GENERAL

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. The UTC has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees.

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the corporate branding.
- Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work.
- Participate in training and other learning activities as required.
- Support UTC activities including assemblies, attending appropriate UTC events as directed.
- Any other duties deemed reasonable, as directed by the Executive Principal.
- Participate in the UTC's Performance Management / Appraisal process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Promote the area of responsibility within the UTC and beyond.
- Represent the UTC at events as appropriate.
- Support and promote the UTC ethos.