



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

REGIONAL DIRECTOR AND EXECUTIVE PRINCIPAL

JOB DESCRIPTION

JOB PURPOSE

To create outstanding organisations that promote education excellence, character development and service to communities.

JOB SUMMARY

1. Contribute to the development of the overall trust strategy and associated policies.
2. Contribute to developing the vision and direction of the trust.
3. Provide strategic leadership to one of the trust's regional school clusters.
4. Ensure that the standards and outcomes of the schools in the cluster are of the highest possible standard.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Strategic Leadership of the Regional Cluster

- 1.1 Assume responsibility for standards and outcomes in all schools in the designated regional cluster.
- 1.2 Hold to account and line manage the Principals of schools in the regional cluster.
- 1.3 Undertake the performance management of Principals in the regional cluster.
- 1.4 Visit all schools in the regional cluster regularly in proportion to their level of performance and model excellent leadership and teaching as needed.
- 1.5 Guide, coach and mentor Principals to achieve the highest possible standards and outcomes in their schools.
- 1.6 Ensure that there is fidelity to and compliance with trust policies, procedures and models in all schools.
- 1.7 Ensure all obligations in relation to the faith designation or community status of a school are adhered to.
- 1.8 Agree, oversee and monitor each school's Annual Operating Statement and where appropriate Rapid Improvement Plans, taking remedial action when required.
- 1.9 Facilitate the development of senior and middle leadership teams in the regional cluster.
- 1.10 Organise talent management and succession planning across the regional cluster, ensuring that there is a robust pipeline of well-trained, skilled and experienced staff when vacancies arise.
- 1.11 Lead communications to Local Advisory Boards of schools in the regional cluster in liaison with the trust's Governance Team and attend Local Advisory Board meetings.

- 1.12 Report to the trust as required on the performance of schools in the regional cluster against an agreed set of measures.

2 Operational Leadership of Schools in the Regional Cluster

- 2.1 Support and challenge school leaders using data dashboards and other trust sources of intelligence, overseeing the establishment of intervention groups and monitoring progress and impact.
- 2.2 Support and challenge school leaders in securing the highest standards of attendance and behaviour.
- 2.3 Oversee the development and improvement of the quality of teaching in the regional cluster of schools in conjunction with trust and Star Institute leads.
- 2.4 Ensure that the findings of the trust's Quality Assurance visits inform schools' planning.
- 2.5 Lead on schools' preparation for Ofsted inspections.
- 2.6 Participate in the recruitment of all senior leadership posts in the regional cluster.
- 2.7 Oversee the deployment of trust and jointly funded teaching and school improvement staff across the cluster.
- 2.8 Oversee the business service teams within schools in the regional cluster, ensuring that support from Star Central teams is appropriately directed in areas such as HR, estates, finance, IT, communications and governance.
- 2.9 In conjunction with Star Central Heads of Service, lead on the local deployment of those business services which are devolved on a regional basis.
- 2.10 Lead on managing staff restructuring and other complex HR processes as required.
- 2.11 Support Principals in managing complaints and investigations in conjunction with Star Central HR and Governance teams and lead on the investigation of Stage Two complaints.
- 2.12 Be the point of contact for dealing with any critical incidents in the regional cluster.

3 System and Civic Leadership

- 3.1 Support Principals in developing effective relationships with parents, wider stakeholders and the local community.
- 3.2 Develop and sustain collaborative partnerships with feeder schools to ensure seamless transition and high levels of pupil recruitment.
- 3.3 Establish an overview of local, sub-regional and regional priorities and the opportunities for partnership working which will benefit regional cluster schools and the trust's objectives.
- 3.4 Liaise with key local agencies such as local authorities, the Regional Schools Commissioner and Local Enterprise Partnerships in order to establish meaningful partnerships which will benefit the regional cluster schools and their pupils.
- 3.5 Participate in training relating to familiarity with Star systems and processes.
- 3.6 Deliver training in partnership with Star Institute and National Institute of Teaching to new and fledgling teachers and leaders.

4. Funding/Budget Management

- 4.1 Support Principals in securing good financial health, including managing the school budget responsibly and with probity and transparency, and report in a timely manner any risks or concerns to the trust.

- 4.2 Ensure that the financial management of all schools in the regional cluster is in line with trust requirements.

5 Accountability

- 5.1 Be accountable for the performance and outcomes of schools in the regional cluster.
- 5.2 Be accountable for compliance of all aspects of trust policies, procedures and models in regional cluster schools.

6 Other Responsibilities

- 6.1 Promote the trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.2 Champion the trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.3 Contribute to the wider life of the Trust and its schools through out of hours and partnership work.
- 6.4 Carry out any such duties as may be reasonably required by the trust.
- 6.5 Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

7 Records Management

- 7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview
QUALIFICATIONS				
1.	First degree or equivalent.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Masters level qualification in a relevant discipline.	D	✓	
4.	NPQEL.	D	✓	
5.	Evidence of professional development in school improvement and school-to-school support.	D	✓	
EXPERIENCE				
6.	A track record of success (as measured by performance outcomes and OFSTED judgements) as a Headteacher/ Principal and as a lead practitioner.	E	✓	✓
7.	Experience of delivering effective school-to-school support, with demonstrable impact on rapid school improvement.	E	✓	✓
8.	Experience of managing, supporting and coaching senior school leaders to deliver improved outcomes.	E	✓	✓
9.	Experience of leading successful school partnerships.	D	✓	✓
10.	Experience of participating effectively in multi-organisational partnerships.	D	✓	✓
11.	Experience of resolving complex problems and situations successfully in-school.	E	✓	✓
12.	Experience of effective school improvement planning, including identifying priorities, determining interventions, setting targets and milestones and monitoring and evaluation progress and outcomes.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview
ABILITIES, SKILLS AND KNOWLEDGE				
13.	The ability and authority to command respect in school leaders when leading dialogue about school improvement priorities.	E	✓	✓
14.	The required knowledge and skills to be able to identify school improvement priorities and solutions, and to communicate these clearly and effectively to school Principals and senior leaders.	E	✓	✓
15.	The ability to lead, manage, guide, coach and mentor school Principals in order to improve the quality of their leadership to improve standards and outcomes.	E	✓	✓
16.	The ability to model effective leadership and pedagogical practice so that it leads to improvements in performance.	E	✓	✓
17.	Evidence of innovative thinking, a solution-focused approach and creative approaches to strategic challenges.	E	✓	✓
18.	The ability to work to deadlines, adapt to changing conditions and generate effective solutions to new situations and problems as they arise.	E	✓	✓
19.	A thorough knowledge of equality, diversity and inclusion and wellbeing policy requirements and practices.	E	✓	✓
20.	The ability to organise the effective deployment of staff across a number of schools, ensuring accountability and impact.	E	✓	✓
21.	The ability to quickly establish credibility and build strong working relationships at all levels.	E	✓	✓
22.	Effective oral and written communication skills, with proven ability to negotiate and influence change with sensitivity and emotional intelligence.	E	✓	✓
23.	Excellent IT skills, including the ability to use MS Office softwarepackages such as Word, Excel and Outlook.	E	✓	✓
24.	Knowledge and understanding of budget management and financial systems.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview
25.	Strong analytical, strategic thinking and project management /planning skills.	E	✓	✓
26.	Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards.	E	✓	✓
PERSONAL QUALITIES				
27.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
28.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
32.	Sympathetic to and supportive of the mixed multi-academy trust model.	E	✓	✓