

## Trinity Multi Academy Trust

### Job Description

<b>Post Title:</b>	Principal
<b>Salary:</b>	Competitive
<b>Reporting to:</b>	Executive Principal
<b>Responsible for:</b>	Leadership team and other designated staff.
<b>Liaising with:</b>	Senior Leaders, Governors, and other relevant staff across the academy and MAT. External organisations, representatives from the Department of Education, councillors and trust partners.

### Core Purpose:

- a) Strategically lead the direction and development of the academy in accordance with the ethos and vision by:
  - ensuring the vision is clearly articulated, shared, understood and acted upon by all staff;
  - translating the vision into agreed objectives and operational plans (the academy improvement plan);
  - ensuring all students achieve excellent progression by developing and managing systems and processes to track students' progress and ensure relevant intervention strategies are adopted at appropriate times;
  - leading the senior leader team to raise standards and aspirations, holding leaders to account and supporting Governors to meet their responsibilities.
- b) Have overall responsibility for raising standards of student attainment and achievement across the academy by:
  - ensuring all students achieve excellent progression by developing and managing systems, plans and processes;
  - raise standards for students in line with agreed targets and strategies;
  - providing inspiration and innovation, in line with educational developments and best practice in a rapidly changing environment.
- c) Ensure that all strategic planning and leadership takes account of the diversity, values, local communities and partnerships.
- d) Have responsibility for the financial and physical resources within the academy.

### Core Duties:

#### Strategic leadership and development

- Take responsibility for developing, communicating and leading the academy improvement plan, objectives and key improvement milestones to sustain academy improvement.
- Contribute to, challenge and support senior leaders in developing academy improvement plans and self-evaluation strategies.
- Lead a culture of accountability, engaging staff to meet standards and developing ownership and responsibility at all levels.
- Keep up to date with educational developments, leading innovative and inspirational initiatives that positively impact on student outcomes.
- Ensure that strategic planning takes account of the diversity, inclusion, parents, local communities and other stakeholders
- Line Management and responsibility for managing performance of identified staff.
- Demonstrate trust ethos, vision and values in everyday work and practice.

- Be accountable for developing and delivering strategic long term development plans to ensure sustained improvements of the academy.

### **Teaching and Learning (Standards)**

- Keep up to date with national developments and statutory requirements in, and of, education.
- Strategically ensure, through improvement plans, monitoring strategies and self-evaluation a high proportion of good to outstanding teaching is evident.
- Ensure high quality teaching is at the centre of strategic planning and resource management.
- Strategically ensure, through improvement plans, monitoring strategies, benchmarking and data assessment continually improving student outcomes, of at least above national averages.
- Evaluate the performance data and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- Work with the senior leader team on improving attainment and outcomes through T&L strategies, curriculum developments, behaviour for learning and attendance policies and assessment frameworks.
- Take part in 'learning walks' and other learning evaluation strategies in accordance with academy improvement plans.
- Empower students to take an active part in their own learning and to take personal responsibility for improving their future opportunities and educational experience
- Take the strategic lead in the development of new and emerging technologies to improve the learning experience for students
- To ensure that challenging targets are set, understood and used effectively to raise standards of attainment.

### **Working with others and staff development**

- Motivate and work with all stakeholders to create a shared culture and positive climate that promotes aspiration within the academy community and celebrates success and achievement.
- Contribute to the development of a collaborative approach across trust academies in sharing good practice and improving the learning experience for students.
- Support senior leaders and managers in wider strategic aims, mentoring and coaching individuals, as required.
- Develop and maintain a culture of high expectations for self and others, challenging underperformance at all levels and ensure effective corrective action, support and review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Build a collaborative learning culture within the academy and actively broker relationships across the trust to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance management in line with agreed local and national policy and procedures.
- Lead succession planning and staff retention initiatives through
- Identifying talent, supporting the development of versatile, transferable skills and celebrate achievement.
- Regularly review own practice and take responsibility for own personal development.
- Ensure adequate provision to enable an appropriate work/life balance for all staff.

### **Partnership working**

- Build effective partnerships with parents and the wider community to support and enhance the achievement and personal development of all students.
- Develop and contribute to high level partnership working and enhance all external partnerships relevant to the development of the trust.
- Develop a collective ethos across the trust and its wider partnerships which enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes
- Working with Governors, providing objective advice and support to enable them to meet their responsibilities.

- Promote a safer working environment and leading a culture of safety and child protection amongst staff and students.

### **Communication**

- Present a clear, coherent and accurate account of performance to a range of audiences including Governors and senior leaders.
- Ensure effective communication/consultation as appropriate with staff, Board members, Governors, parents and other relevant stakeholders.

### **Financial and Physical resources**

- Lead on staffing structures that promote succession planning, staff development opportunities and meet legal requirements.
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed and are subject to a robust and rigorous review and evaluation in accordance with performance management policy and procedures
- To promote teamwork and to motivate staff to ensure effective working relations.
- Contribute to trust and academy policies and procedures.
- Work with the trust leaders in shared services (e.g. School Improvement, HR) to ensure that all resources provide value for money and meet statutory and regulatory requirements.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Executive Principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chair of Board of Directors to reflect or anticipate changes in the job commensurate with the grade and job title.

There is an expectation that all senior leaders could be asked to work in any of the trust locations.

## Person Specification

Job Title: Principal		
KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• completion or working towards NPQH</li> <li>• graduate or equivalent qualifications</li> <li>• experienced senior leader with proven track record of responsibility for an area of whole school performance</li> <li>• successful involvement in leading performance processes and data analysis</li> <li>• successful experience of leading and managing change, innovation and achieving high performance</li> </ul>	<ul style="list-style-type: none"> <li>• innovative use of resources</li> <li>• working with young people and inner city communities</li> </ul>
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>• inspirational leader with a commitment to academy improvement and changing outcomes for young people</li> <li>• innovative approaches to working with students, parents, staff and other stakeholders</li> <li>• prioritise, plan and organise</li> <li>• direct and co-ordinate the work of others</li> <li>• set high standards and provide a role model for students and staff</li> <li>• deal sensitively with people and resolve conflicts</li> <li>• a commitment to an open and collaborative style of management</li> </ul>	<ul style="list-style-type: none"> <li>• motivate all those involved in the delivery team</li> <li>• liaise effectively with other organisations and agencies</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• the principles and characteristics of successful primary academies</li> <li>• the principles and practices of strategic and operational planning and delivery</li> <li>• effective and efficient financial management</li> <li>• effective review and evaluation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• different methods of consulting with stakeholders</li> <li>• professional and community links</li> <li>• strategies for ensuring equal opportunities for staff, students and other stakeholders</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• a commitment to inclusive education and the wider educational landscape</li> <li>• evident enjoyment in working with young people and their families</li> <li>• empathy in relation to the needs of the academy and the local community</li> <li>• ability to inspire confidence in staff, students, parents and others</li> <li>• adaptability to changing circumstances/new ideas</li> <li>• reliability, integrity and stamina</li> <li>• resilience and perspective</li> <li>• personal impact and presence</li> </ul>	<ul style="list-style-type: none"> <li>• achieve challenging professional goals</li> <li>• personal ambition and potential for further promotion</li> <li>• intellectual ability and curiosity</li> <li>• determination to succeed and the highest possible expectations of self and others</li> <li>• vision, imagination and creativity</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• ability to articulate strategic vision, ethos and values to a range of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• develop, maintain and use an effective network of contacts</li> </ul>

	<ul style="list-style-type: none"> <li>• ability and presence to make points clearly, listen, understand and respond in a variety of situations.</li> <li>• negotiate and consult fairly and effectively</li> <li>• develop and manage good communication systems</li> <li>• communicate effectively orally and in writing to a range of audiences</li> </ul>	
<b>Decision and judgement making Skills</b>	<ul style="list-style-type: none"> <li>• make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>• demonstrate good judgement in a leadership or management role</li> <li>• think creatively and imaginatively to anticipate, identify and solve problems</li> </ul>	
<b>Self-Management Skills</b>	<ul style="list-style-type: none"> <li>• prioritise and manage own time effectively</li> <li>• work under pressure and to deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• achieve challenging professional goals</li> <li>• take responsibility for own professional development</li> </ul>