Job Profile

Job Details	
Job title	Executive Principal
School	Barclay Primary School
Responsible to	Director of Schools and the CEO
Location	London
Salary	Leadership, L33 – L36
Contract Type	Permanent

Main purposes of the job

The core purpose of the Executive Principal is to work as part of the Lion Academy Trust Executive Team, providing professional leadership and management to the school. This will promote a secure foundation from which to achieve high standards in all areas of the schools' work. To gain this success the Executive Principal must establish high quality education by effectively managing the leadership of teaching and learning and using personalised learning to realise the potential of all pupils. The Executive Principal must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that the school is aligned to the vision and ethos of the Lion Academy Trust.

The key role of the Executive Principal is to work alongside the Trust Executive team to develop, share and communicate the Lion Academy Trust Vision for the school in partnership with all members of all schools' communities.

The Executive Principal is the leading professional in the school, accountable to the Director of Schools, Lion Academy Trust Board and committees, the CEO and the relevant Local Parental Advisory Bodies. As part of the Trust Executive Team, the Executive Principal provides vision, leadership and direction for the school and ensures that it is managed and organised to meet their aims and targets. They must model the highest standards at all times. The Executive Principal, working with others, is responsible for evaluating the schools' performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the schools' aims and objectives and for the day-to-day management, organisation and administration of the school.

The Executive Principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, The Executive Principal plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the schools' and Trust communities, the Executive Principal is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

Reporting lines:

The Executive Principal will be appointed by the Trust and will be accountable to the Director of Schools and the CEO. The Executive Principal will directly line manage and hold to account the

Head of School for their performance against agreed objectives. The Executive Principal will report to other key stakeholders, including the Department for Education (DfE), Education Funding Agency (EFA), Directors of Children's Services and Regional Schools Commissioner (RSC) as appropriate.

1. Policy and strategy.

1.1. Ensure viable and appropriate action plans for continuous academy improvement and provide quality assurance and oversight.

1.2. Ensure all policy requirements are met effectively consistent with the law and regulatory frameworks, especially in relation to the safeguarding of all pupils and the health and safety of all staff, governors and other volunteers.

1.3. Provide overall strategic direction for the school, ensuring effective communication and partnership with all stakeholders, particularly staff and parents.

1.4. Provide experienced leadership for school to ensure success, high quality education and high standards of achievement for all pupils.

1.5. Provide effective support, challenge, advice and guidance to the Head of School to support them in leading and developing the school leadership teams to ensure the best possible education for all pupils.

1.6. Promote the school and the Trust locally, nationally and internationally to maintain schools' profile.

1.7. Ensure the effective use of all available resources, and guide the appropriate generation of income to augment investment in teaching and learning, consistent with the values of the Trust.

2. Leadership

2.1. Work with the Head of School, and under the guidance of the Director of Schools, ensure the development, evaluation and review of the shared vision and strategic plan for the school in line with the risk assessment and quality assurance frameworks that are in place.

2.2. Take a lead role on delivering Trust priorities as directed.

2.3. Provide the experienced leadership that secures the delivery of high standards of attainment and progress for all pupils, particularly those of discrete groups; e.g., looked after, of socially disadvantaged backgrounds, with SEND or of high ability.

2.4. Coach, mentor and motivate Senior Leadership teams so that they in turn feel skilled, knowledgeable and empowered to provide similar support for academy staff and volunteers.

2.5. Bring the leadership teams (and other leaders as necessary) together in a planned manner so that leadership opportunities and challenges can be shared and mutually supportive solutions developed.

2.6. Encourage and model effective working in partnership with all stakeholders, particularly staff, governors and parents.

3. Teaching and Learning

3.1. Ensure the establishment of effective and high quality implementation of Trust strategies, system and process across the school.

3.2. Ensure that there is a clear and effective monitoring and evaluation system in place that are aligned to the Trust model, and ensure excellence of teaching across and throughout the curriculum, including the application of and investment in leading-edge ICT.

3.3. Lead on and model the high expectations of conduct and performance that is expected of all staff.

3.4. Lead on delivering high quality and bespoke CPD for leadership teams, as well as ensuring that there is high quality and impactful development of teachers to meet the Trusts pedagogical standards

3.5. Ensure appropriate levels of support, challenge and professional development for the Head of School.

3.6. Ensure the effective sharing of best practice across the school, enabling proactive and positive collaboration with other schools.

3.7. Ensure the school is a safe and healthy environment in which standards of behaviour encourage learning, and development.

3.8. Ensure that there are a range of opportunities for pupils to work and learn together and to share educational experiences.

3.9. Ensure the school deliver a broad and balanced curriculum effectively, appropriate to the needs of all pupils, particularly those of socially disadvantaged backgrounds.

4. Managing and supporting people

4.1. Ensure the professional development of leaders through accredited training, mentoring and coaching sessions, and regular meetings to guide, support, motivate and challenge.

4.2. Communicate regularly strategic aims to staff, governors, parents/carers and clergy, ensuring that developments locally, regionally, nationally and internationally are made relevant so that all see their work/contributions in the wider educational and faith context.

4.3. Work closely with leaders to maximise the contribution of staff, governors, parents/carers and other stakeholders to improve the quality of education and standards achieved.

4.4. Promote the Trust ethos in which the highest aspirations are held for all: staff, governors, parents/carers, pupils and other stakeholders.

4.5. Provide guidance, induction and support to Head of School and middle leaders where appropriate including advice on accredited professional development programmes; for example, NPQs (e.g. NPQH), Masters

4.6. Participate in the selection and appointment, deployment and management of leadership teams to ensure continuous improvement of learning outcomes.

4.7. Agree all decisions to recruit at academy level and participate in the selection and appointment of senior leadership and middle leadership roles in line with the delegated authority.

4.8. Ensure the effective implementation and application of appropriate systems, allied to those used or advised by strategic partners (e.g. Trust, local authority) to manage under performance, grievance, and competency and capability issues should they arise, and to support the process where appropriate.

4.9. Conduct the appraisal process for Head of School and Deputies and act as the "grandparent" for the appraisal of other senior leaders as appropriate.

4.10. Ensuring that a cycle of appraisal for all staff and governors is operational and effective.

5. Communication and Partnership

5.1. Ensure attention and priority is given to effective and compliant communication;
e.g. the use and accuracy of academy websites, quality control of press releases and correct sign off arrangements.

5.2. Ensure that there is high quality reporting and written communication that is commensurate with the role. This is for a range of stakeholders and includes, but is not limited to ESFA, DfE, all layers of governance within the Trust, the Local Authority and parents.

5.3. Ensure all leaders work within the appropriate structures and policies as set out in the various Trust documents including any schemes of delegation.

5.4. Cultivate collaboration across the school, including mutually beneficial teacher exchanges, CPD or joint consultancy work as appropriate

5.5. Ensure the production of timely, complete and accurate performance data according to required formats appropriate to a range of audiences, particularly data on the predicted and actual attainment and progress of pupils and any other matters that are required at any level of the Trust governance structure.

5.6. Act as the representative for the school to the various levels of Trust governance.

5.7. Ensure that there are clear links and partnerships with a range of external agencies who support the work of staff, governors and pupils.

6. Financial and resource management

6.1. Ensure the sound financial management and the immediate and long-term financial viability of school.

6.2. Ensure that robust and viable budget and resource plans are developed for the school.

6.3. Support Head of School to augment resources in ways consistent with the Trust values and ambitions e.g., submit bids for funding, engaging in appropriate fund-raising activity.

6.4. Maximise contracts and services to achieve value for money, taking advantage particularly of economy of scale opportunities.

6.5. Provide clear leadership, oversight and quality assurance of all additional revenue streams including, but not limited to PPG, SEND, EYFS and Extended Services.

6.6. In liaison with the relevant Trust staff, conduct an annual review of school staffing and operational structures to ensure value for money and affordability. This includes leading on any reorganisation, restructure or other HR processes as required - in liaison with the appropriate HR advisors.

6.7. Ensure the efficient and effective use and organisation of accommodation so that it meets the needs of the curriculum, health and safety requirements and remains consistent with Trust requirements with respect to assets. This is directly aligned to the operational and educational assurance frameworks and provides additional revenue streams where appropriate.

6.8. Ensure all safeguarding accountabilities are met and exceeded wherever possible, particularly the needs of children 'looked after' (CLA) and children 'in need' (CiN)

6.9. Work with governors, the Head of School,, staff and other stakeholders to ensure all available resources are maximized for assigned establishments and their delivery of an exceptional education.

6.10. Undertake any additional requirements of the Trust commensurate with the seniority of the Executive Principal role

The applicant will be required to safeguard and promote the welfare of children and young people

This job description for Executive Principal is representative only. Other reasonable duties may be allocated from time to time commensurate with the general character of this post and its grading.

There will be an annual review of the roles and responsibilities of members of The Lion Academy Trust.

This may result in changes to designated roles and responsibilities in line with the emerging priorities of The Lion Academy Trust.

This job description forms part of the contract of employment of the person appointed to the 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 current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Principals.

Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.
Desirable: Requirements that would enable the candidate to perform the job well.

	Essential	Desirable
Qualifications	• Qualified teacher status	• Postgraduate level qualification
	• NPQH award	• Local leader in Education
		• National Leader in Education
	Essential	**Desirable**
Experience	• Experience as an effective Head Teacher, Executive Head Teacher or Principal in or across good or outstanding school / s.	• Previous experience as a successful Executive Principal.
	• Successful experience of successfully leading one or more schools	• Experience of collaborative working between schools
	• Substantial, successful school improvement experience	
	• Evidence of the leadership of continuing professional development relating to school leadership and management and curriculum / teaching and learning	
	• Experience of effective financial management of one or more schools	
	• Effective management of all school resources including premises, Human resources, Safeguarding and Health and Safety	
	• Evidence of effective school improvement and premises transformation	
	• Experience of successfully leading and managing large teams - and developing leaders skills and talents	

	• Experience of building sustainable teams	
	Essential	**Desirable**
Professional Development	• Evidence of continuing professional development relating to school improvement and management, curriculum innovation and teaching and learning	• Experience of working with other schools/organisations/ agencies
	• Evidence of the tangible impact of the CPD on improving outcomes for children and staff development.	• Experience of leading/ coordinating professional development opportunities
		• Ability to identify own learning needs and to support others in identifying their learning needs
	Essential	**Desirable**
Strategic Leadership	• Ability to articulate and share a vision of primary education across a range of schools	• Knowledge of the role of governance within a multi academy trust
	• Evidence of having successfully translated vision into reality at whole-school level across one or more schools	• Knowledge of collaborative governance
	• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims to impact directly on standards	• Leadership of a multi academy trust, federation or a collaboration of schools, including governance and finance
	• Evidence of leading and designing successful strategies for planning, implementing, monitoring and evaluating school improvement	• Substantial evidence of being able to lead and manage schools and their stakeholders to work effectively and efficiently towards academic, spiritual, moral, social, emotional, and cultural development of its pupils.
	• Ability to analyse data, set targets and monitor/evaluate progress towards these	
	• Develop strategic plans, including the effective deployment and use of resources both financial and other	
	• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils	
	• Understanding of and commitment to promoting and	

	safeguarding the welfare of pupils	
	Essential	**Desirable**
Teaching and Learning	• A secure understanding of the requirements of and the leadership of the National Curriculum and Early Years development	• Understanding of successful outstanding teaching and learning across the key stages in two or more schools, including the Early Years Foundation Stage
	• Knowledge and experience of a range of the leadership of successful teaching and learning strategies to meet the needs of all pupils across one or more schools	• Successful experience in creating an effective learning environment across schools, and in developing and implementing policy and practice relating to effective behaviour management, including developing strategies for behavior for learning
	• A secure understanding of the leadership of assessment strategies and the use of assessment to inform the next stages of learning	
	• Experience of effective monitoring and evaluation of teaching and learning	
	• Secure knowledge of statutory requirements relating to the curriculum and assessment	
	• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management across all phases of a primary school.	
	• Substantial evidence of the use of new ICT technologies as an effective tool to lead and manage the school and to improve teaching and learning raising attainment for all.	
	Essential	**Desirable**
Leading and Managing Staff	• Experience of working in and leading staff teams.	• Experience of working with governors to enable them to fulfill whole-school / trust / federation responsibilities and priorities.
	• Ability to delegate work and support colleagues in undertaking responsibilities and effectively hold leaders to account.	• Successful involvement in staff recruitment and induction.

	• Experience of leading performance management and supporting the continuing professional development of colleagues	• Understanding of how financial and resource management enable a school / group of schools to achieve its educational priorities
	• Understanding of effective budget planning and resource deployment across a school.	
	Essential	**Desirable**
Accountability	• Ability to communicate effectively, orally and in writing to a range of audiences — e.g. staff, pupils, parents, governors, Trust Executives, DfE, ESFA, LA	• Experience of presenting reports to trustees or a board
	• Experience of effective whole-school self-evaluation and improvement strategies	• Experience of offering challenge and support to improve performance across several schools and line managing senior staff.
	• Ability to provide clear information and advice to staff and governors	
	• Secure understanding and leadership of strategies for performance management and Challenging underperformance.	
	• Understanding the criteria for the accurate evaluation of a primary school	
	• Leading sessions to inform and engage parents	
	Essential	**Desirable**
Skills, Qualities and Abilities	• Highly effective leadership skills to ensure rapid and sustained school improvement and the development of sustainable leadership.	• Evidence of leadership across more than one school that has had a notable impact on improving the quality of education provided
	• High expectations of pupils' learning and attainment and evidence of developing a "no excuse" culture	• Highly adaptable and flexible with the ability to respond to the ever-changing needs of the schools
	• Strong commitment to school improvement and evidence of raising achievement for all	• Creative solution focused leader
	• Ability to build and maintain good relationships across all	

	staff, parents and key stakeholders.	
	• Ability to remain positive and enthusiastic when working under pressure	
	• Ability to organise work, prioritise tasks, make decisions and manage time and organisations effectively	
	• Good communication skills	
	• Good interpersonal skills	
	• Commitment and resilience	
	• Confidence	
	Essential	**Desirable**
References	• Positive recommendation in professional references	
	• Good health and attendance record	