

Job Description

POST TITLE: Executive Principal (Secondary)

GRADE: Competitive Salary

RESPONSIBLE TO: Deputy Chief Executive Officer / CEO

JOB PURPOSE

The Executive Principal (Secondary) is responsible for ensuring an outstanding education for secondary pupils in the schools that they support and lead. The Executive Principal will work with Principals, senior teams, the Director of Teaching and Learning, the Central Education Team and the Deputy Chief Executive to establish outstanding educational provision across their portfolio and drive an excellent school culture where all pupils and staff can thrive and flourish.

The Executive Principal will provide direct line management and support initially for Alvaston Moor Academy in Derby but eventually this may for a cluster of Academies of up to 3 academies within our Trust.

SPECIFIC RESPONSIBILITIES

This is a high profile role for an inspirational individual who is already a strategic, innovative and confident leader within our Trust with a flexible and calm approach. The role holder will be required to share best practice across the academies, draw on the talents of the staff, and build on our Trust's strengths. They will therefore contribute to the overall direction of our Trust.

They will have a track record of addressing performance, driving change and raising the standards and aspirations of all members of our Academies. They will need the tenacity and integrity to deliver in challenging circumstances and the ability to communicate a vision that inspires and motivate staff and students and the Trust as a whole.

Previous experience of managing change and working collaboratively to deliver school improvement will be advantageous.

The Executive Principal will be expected to coach and mentor the Principals in the cluster as well as have line management responsibility for their work. They will report to the Trust's Deputy Chief Executive who oversees the educational performance of schools. They will support with Academy reviews of schools and their supporting the schools with their next steps.

As well as leadership of the designated group of academies to achieve an excellent quality of education and outcomes, they will work with all stakeholders to implement the strategic vision of the Trust and promote that vision, values and ethos to Principals, pupils, staff, Academy Advisory Board (AAB) members, parents and the wider community. They will also be responsible for implementation and coordination of the vision, ethos and strategy of the Trust in the designated group of academies.

Main Duties and Responsibilities

1. Leadership and Strategy:

- Provide the leadership of the group of academies to promote and secure the highest possible standards of achievement and wellbeing.
- Work closely with all stakeholders to implement the strategic vision of the Trust and promote that vision, values and ethos to Principals, staff, AAB members, pupils, parents and the wider community.
- Secure the long-term and sustainable success of the academies within the group of schools by maximising the potential of the skills and resources held within the academies.
- Motivate others to achieve excellent outcomes through distribution of leadership through teams and individuals in each academy.
- Develop a thorough understanding of the challenges of the academies within the group of schools and apply this knowledge to the growth strategy for the cluster and the Trust.
- Work with the Principals on improvement plans.
- Evaluate and quality assure the writing of and impact of academy evaluation and improvement plans.
- Work to build the capacity of academy teams through ensuring effective CPL programmes are in place and provide coaching, mentoring and training of colleagues.
- Support Archway Learning Trust in the growth and development and to uphold the values of our Trust in any such future development and growth.
- Articulate clearly the success and challenges in the schools so that support is in line with our Trust's improvement model.
- Have a secure knowledge of the context and needs of each academy community when considering educational changes and their impact.
- Ensure an accurate and robust evaluation of each academy's performance and next steps.
- Deploy a range of resources, including human resources and financial, to achieve each AIP in accordance with our strategic vision.
- Coach and develop other leaders.
- Support trust-wide academy improvement by leading on full academy reviews and being deployed to support other academies outside of your own cluster.

2. Accountability in each Academy:

- Take responsibility for the performance of a designated group of academies.
- Provide support to the Principals as well as challenge Principals when appropriate to ensure ongoing improvements in their schools to maximise the outcomes of all students and have an unrelenting focus on continuous development of the quality of education across the academies.
- Create and develop cultures in each academy where Principals and all staff recognise that they are accountable for the success of the academy and the Trust.
- Promote and share good practice across the academies and elsewhere and facilitate networking opportunities to support continuous professional development of staff.
- Develop a consistent approach across the academies on tracking student achievement using data and benchmarks to monitor progress.
- Ensure the presentation of a coherent and accurate account of the designated group of academies performance in formats suitable to a range of audiences.
- Hold leaders in those schools to tight financial expectations, for example on budgeting and CLFP use.

- Ensure each school meets compliance for all areas such as estates, finance and governance.

3. Work through other leaders to:

- Provide strong strategic leadership and clarity to ensure the academies deliver the highest standards and outcomes.
- Promote and maintain a culture of high expectations in each academy.
- Deliver high expectations and challenging targets for each academy.
- Create a high-performance culture and ethos of challenge and support.
- Develop a curriculum built on powerful knowledge, which is well-sequenced, in each academy. Ensuring that the school works with the convergence programme across the trust.
- Drive a consistent focus on pupils' achievement, using data and benchmarks to monitor progress.
- Monitor, evaluate and review effective improvement strategies.
- Rigorously tackle under-performance at all levels.
- Ensure academies develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Develop system-wide leadership capacity at all levels through strategic deployment of new staffing structures, roles and responsibilities across academies.
- Build the capacity to develop and retain future leaders in the cluster and across Archway Learning Trust.

4. Managing:

- Keep up to date with the relevant statutory, legislative and good practice requirements and ensure they are positively applied throughout the group of schools through training, information and monitoring.
- Work with the Trust and its governance structure to enable it to meet all statutory responsibilities.
- Ensure each academy SEF, evidence-based improvement plans and policies promote continuous school improvement.
- Facilitate and support the appointment of excellent staff at all levels.
- Rigorously tackle under-performance at all levels.
- Develop effective organisational and management structures for each academy and seek ways of improving organisational structures and functions based on continuous and rigorous self-evaluation.
- Ensure that each academy has an efficient curriculum model and meets Curriculum Led Financial Planning targets.
- Oversee staffing allocation, including support staff, in each academy.
- Ensure that each academy sets a budget in accordance with Trust expectations.
- Ensure robust operational systems are in place that support high performance in each academy.
- Support Principals to maximise the potential of the sites to provide stimulating learning environments that promote an ethos of excellence.

5. Development of the Trust:

- Collaborate with others in our Trust to develop, codify, share and embed excellent practice.

- Help shape or lead education initiatives across our Trust.
- Undertake any other responsibilities as directed by the Deputy Chief Executive / CEO.

Person Specification	Essential	Desirable
Qualifications and Training		

Educated to degree level.	X	
National Professional Qualification for Headship.	X	
Up to date teaching and school experience at Principal level.	X	
Evidence of their own sustained professional development.	X	
Skills and Knowledge		
Successful experience and understanding of the Ofsted process.	X	
In-depth knowledge and understanding of current educational priorities and developments to include; curriculum landscape, raising attainment, inclusion and specialist provision.	X	
An understanding of and desire to lead at a system level.	X	
An effective leadership and management style that encourages participation, innovation and confidence.	X	
Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.	X	
Ability to develop the leadership skills of others.	X	
Strong interpersonal, written and oral communication skills.	X	
Takes personal responsibility for their own actions	X	
Evidence of a strong knowledge of the curriculum, legislative changes and their significance for the leadership and management of secondary academies.	X	
Resilience and motivation to lead the academies through day-to-day challenges while maintaining a clear strategic vision and direction.	X	
Current knowledge and understanding of the statutory, legislative requirements and good practice to include but not exhaustive: Health and Safety; Data Protection; the Equality Act / residual aspects of the Disability Discrimination Act and Keeping Children Safe in Education and the ability to apply this knowledge to the management of the school and its students.	X	
Financial regulations as they apply to Academies.	X	
Ability to understand, analyse and make effective use of a wide range of data.	X	
Strong negotiating and influencing skills.	X	
Excellent organisational skills and ability to delegate.	X	
Motivation to continually improve standards and achieve excellence.	X	
Experience		
Experience of successful delivery against agreed strategic plans.	X	
Track record of accessing, monitoring and evaluating the quality of teaching.		
Standards and curriculum implementation.	X	
Proven track-record of school improvement and impact on outcomes.	X	

Successful management of the school self-evaluation leading to rapid improvement of identified priorities.	X	
Track record in striving for excellence and positively improving teaching and classroom practice that brings about tangible whole school improvement.	X	
An ability to grow and build teams.	X	
Proven track record of managing and implementing change in relation to teaching practices, standards and student behavioural issues in a similar demographic.	X	
Proven track record of managing and implementing change in relation to teaching practices, standards and student behavioural issues in a similar demographic.	X	
Significant strategic experience of working with other schools, or teaching schools and/or other agencies to raise outcomes.		X