

Job Description

Job Title: Principal
Grade: Leadership Group 22 – 28
Responsible to: Executive Principal

Our Pledge:

Together we inspire lifelong learning, perseverance, kindness, and growth. We transform the lives of our children and families by harnessing the opportunities they deserve to thrive, as healthy and engaged individuals.

Our Values:

Empowerment - All valued members of our learning community are encouraged to empower others to achieve their best and take every opportunity for themselves to become empowered as confident, independent and ambitious members of our team, committed to achieving our Trust pledge.

Respect - We are committed to treating each other fairly, with trust, care and respect. We seek the very best outcomes for all our pupils and are unwavering in our effort to ensure that all pupils have access to the opportunities they deserve.

Aspiration - We are continuously aspirational and tenacious in making sure our teams perform well and deliver the highest quality provision and enjoyable educational experience for our pupils to be well prepared for their next stage in life.

Core Purpose:

The Principal is accountable to the Chief Executive Officer of Solent Academies Trust for ensuring the educational success of Dove House Academy within the overall framework of our Trust Strategic Plan.

The post holder will demonstrate courageous leadership to develop and support the strategic direction, vision, values and priorities of Dove House Academy, in line with the strategic aims and objectives of our Trust.

The post holder will execute dynamic leadership to successfully deliver and implement the Academy Improvement Plan to facilitate the very best outcomes for our children and their families.

Main Duties and Responsibilities

Strategic Direction and Development

- To be a dynamic and supportive member of the Trust Leadership team, playing a key role in the ongoing development of our Trust and the academy as an innovative, high performing, and emotionally intelligent organisation for the 21st century.
- To effectively manage an agenda of significant change to maintain outstanding standards in all areas of academy life.
- To be an ambassador for the academy and the multi academy trust, promoting the academy locally, regionally, and nationally.
- To work closely with the Chief Executive Officer, Executive Team and governors to ensure the key indicators for improvement and development are achieved.
- To contribute to the implementation of our Trust Growth Plan.
- To have accountability for a Trust-wide area of responsibility, as directed by the CEO.

Leadership and Management

- To have full responsibility for the day to day running of Dove House Academy and to lead on the strategic direction and development of the academy under the ethos of our Trust.

- To be continuously aspirational and ambitious towards our Trust pledge, our commitment to our pupils and their families - now and in the future.
- To manage the agreed budget, ensuring effective administration and control, and ensuring value for money.
- To manage the recruitment, deployment, and performance of staff, including setting of annual appraisal objectives for staff, in an efficient and effective manner.
- To identify emerging talents by coaching current and aspiring leaders to ensure clear succession planning.
- To ensure that the Chief Executive Officer and governors are well informed about policies, plans and priorities; any future development needs; and progress towards meeting objectives and targets.
- Provide a coherent, understandable, and accurate account of the academy's performance to governors, staff, families, Trust, the local community and broader audiences (as appropriate).
- To develop, implement and monitor, in conjunction with the direction of the Trust Board, clear and consistent academy improvement plans which are evidence based.
- To support the strategic development and operational management of curriculum provision to reflect school, local and national priorities.
- To organise and implement effective assessment, whole school data analysis and target setting at all key stages in liaison with curriculum subject leaders.
- To secure effective, high quality education for all pupils and to facilitate continuous improvement of teaching and learning in the academy by monitoring and evaluating their impact on the academy including the quality of pupils' progress.
- To lead the whole school responsibility for the safeguarding, wellbeing, and discipline of all pupils by implementing agreed academy policies.
- To ensure that families are well informed about the curriculum, targets, pupil progress and attainments.
- To ensure that the environment for pupils is safe, calm and well-ordered to help them to develop exemplary behaviour in school and the wider society.
- To establish systems and measures for managing performance and valuing excellent practice by supporting staff and addressing any underperformance.
- Formulate, devise and agree plans to achieve excellence for the academy.
- Lead and manage successful change across the academy.

Teaching and learning

- To ensure that strategies designed to raise achievement are effectively embedded and sustained, and to support the aims of the academy.
- To secure excellent teaching through an analytical understanding of how pupils learn and the core features of classroom practice and curriculum design.
- To lead and motivate staff to sustain high quality, effective teaching through structured monitoring, evaluation, and review processes.
- To lead and continuously develop the curriculum to best reflect the academy's curricular aims and to meet the needs of all pupils.
- To ensure creativity and innovation in the use of appropriate current and emerging technologies to achieve excellence throughout the academy.
- To maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers.
- To ensure that teaching is planned and differentiated appropriately to build on existing pupil capabilities demonstrating knowledge and understanding of how pupils learn including having a clear understanding of their individual needs.
- To ensure the design and implementation of strategies which secure high standards of behaviour, attitudes to learning and attendance, taking into account reviewing practice and promoting improvement initiatives.
- Sustain a safe, effective, stimulating and inclusive learning environment for teaching and learning, and to promote an enjoyable educational experience for all pupils.
- Ensure a consistent and continuous school-wide focus on pupils' achievements and progress, using relevant evidence, data, benchmarking and feedback to monitor progress in every child's learning.
- Initiate and support research and debate about effective learning, teaching and other disciplines and develop relevant strategies for improving performance, taking account of local, national and global trends and practice.

Self-Improving System

- To develop effective relationships with professionals and colleagues in other public services to improve academic and social outcomes for pupils.

- Sustain an outward-facing organisation which works with other schools and organisations - in a climate of mutual challenge to champion best practice, innovation and secure excellent achievements for all pupils.
- To ensure that all staff are able to carry out their respective roles to the highest standard, through high quality continuing professional development to maximise their contribution to improving the quality of education.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.
- To promote the modelling of entrepreneurial and innovative approaches to the Academy Improvement Plan, leadership and governance.
- Oversee structured support and assessment for NQT and ITT trainees when appropriate to enable them to meet the relevant professional standards.

Safeguarding

- Lead an academy which provides a safe learning environment for pupils and staff ensuring full compliance with legislation, regulations, safeguarding policies, health & safety procedures and code of conduct.
- To promote multi-agency working in relation to safeguarding to protect children and ensure their safety at all times.
- To hold the key responsibility for the Single Central Register to ensure compliance and monitoring on termly basis.
- Understand the importance of the relationship with and the support for the family as partners in their child's education.

Health and Safety

- To act as the responsible officer for the Health and Safety for the academy.
- Monitor the health and safety statutory compliance on a regular basis.
- To work with colleagues and others to maintain health, safety and welfare within the working environment.

School Improvement Across the MAT

- To support through collaborative working the improvement of key areas across our Trust.
- To be a positive advocate for the work of our Trust.
- To champion both the contribution to and receiver of collaborative networking and support within our Trust family of academies and designations.

Accountability and Governance

- Work with the governing body to analyse and plan for the future needs and further development of the school within the local and national context.
- Translate the vision into an academy Improvement Plan with agreed, prioritised objectives and operational plans which will promote and sustain academy improvement within an agreed timeframe.
- Encourage an academy ethos which enables everyone to work together, share knowledge and understanding, and celebrate success.

General

- To support the academy's climate for learning and a culture of achievement and high expectation.
- To develop effective working relationships with schools, partners, and other agencies to promote continuity of learning.
- To act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
- To efficiently manage the staffing, physical and financial resources providing reports to the Chief Executive Officer and governing body as requested.
- To fully participate in Continuing Professional Development and appraisal activities.
- The post holder will also be expected to undertake any professional duties of the Chief Executive Officer as required.
- Regularly review own practice and set personal targets as a role model to other professionals. Lead the performance and development process, ensuring that all staff have individual targets and development plans with access to training where appropriate.
- Manage own workload and that of others effectively, allowing for appropriate work/life balance
- To comply with the Trust's policies and supporting documentation in relation to Information Governance: this includes Data Protection, Information Security and Confidentiality.

Whilst this job description outlines a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Trust Policies and Procedures and applicable legislation.

Person Specification

Criteria	Essential	Desirable
<p>A. Qualifications, Career Development and Experience</p>	<ul style="list-style-type: none"> • Qualified Teacher Status • Successful and sustained impact as a senior leader, such as Headteacher, Head of School or Deputy Headteacher • Evidence of leading whole school initiatives successfully • Experience in specialist education • Substantial, recent, and successful experience of teaching pupils with complex special educational needs e.g. Autistic Spectrum Conditions, Severe Learning Difficulties, Social, Emotional, Mental Health needs • Show a proven commitment to providing highly effective staff development • Evidence of successful experience in whole school self-evaluation • Ability to demonstrate an excellent understanding of the most recent Ofsted Framework requirements and the current educational environment • Experience of successfully leading and managing safeguarding at DSL or Deputy DSL level 	<ul style="list-style-type: none"> • Qualification in Special Education • Leadership Qualification e.g., NPQSL, NPQH • NPQEL or future aspiration to undertake this qualification • Master's Degree
<p>B. Personal Qualities and Leadership</p>	<ul style="list-style-type: none"> • Be able to secure the respect and confidence of a range of audiences including families, staff, governors, professionals, and the wider community (local, trust, regional, national) • Demonstrate a flexible attitude and an innovative approach to managing complex issues and schools facing challenges • Commitment, passion, enthusiasm and drive to achieve the very best for the pupils and the academy community • Demonstrate a personal commitment to safeguarding and pupil/colleague wellbeing • Demonstrate the ability to lead and to manage change, showing empathy to the various stakeholders • Effective presentation and communication skills • An ability to create, sustain and develop team working using a range of approaches including coaching, mentoring and providing challenge and support • Resilient and able to work under pressure, retaining a focus on the overall strategic aims and philosophy of the academy • High level organisation skills and the ability to prioritise, manage time and make decisions effectively 	

	<ul style="list-style-type: none"> • Ability to delegate effectively • Evidence of efficiently managing staffing, physical and financial resources, and health and safety compliance 	
C. Learning and Teaching	<ul style="list-style-type: none"> • Commitment to achieving excellence and a track record of delivering a high-quality education for all • A commitment to raising standards across the ability and age range • Teaching judged consistently as outstanding • Commitment to developing a broad-based curriculum that addresses the needs of a diverse range of learners with SEN and complex disabilities • Thorough understanding of issues which affect quality in educational achievement including target setting, assessment, diversity and inclusion strategies • Sound experience of handling school performance data: collation, evaluation, reviewing and taking appropriate action • An ability to articulate the links between effective learning and teaching and continuing professional development 	
D. Partnerships and Community	<ul style="list-style-type: none"> • An ability and commitment to promoting the school, its ethos and achievements to current and prospective families, professionals and other stake holders • A track record of developing effective relationships with families, governors, the LA and other agencies to enhance the education of all students • To celebrate the contribution of the school to the wider community 	<ul style="list-style-type: none"> • Experience of working collaboratively with other schools

It is essential in your supporting statement that you provide, in so far as you are able, evidence and proven examples against each of the selection criteria below. These responses will be further developed and discussed with those candidates invited for interview.