



## JOB DESCRIPTION

**JOB TITLE:** Executive Principal

**LOCATION:** St. John's C of E Primary Academy and St Peter's C of E Primary Academy

**Grade:** L21 to L 28

**Salary:** £69,031.00 - £81,942.00

**CORE PURPOSE OF JOB:**

Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the two academies.

To carry out the duties of the role in accordance with the Teacher's Pay and Conditions Document and other relevant statutory provisions; DfE 'National Standards for Headship'.

To promote the aims and objectives of the academies and maintain their philosophy of education

**You will be responsible for:**

- Providing leadership and management enabling the two academies to provide every pupil high quality education which promotes the highest possible standards of achievement and well-being;
- Securing the long-term success of the academies by maximizing potential through the skills and resources held within the academies; and
- Having regard and respect for the beliefs and values of all faiths represented within the academies whilst upholding and promoting the Christian distinctiveness of those academies

**RESPONSIBILITY LINKS**

Reports to: Chief Executive Officer St Chad's Academies Trust

Responsible for: All employees at both educational establishments; St. John's C of E Primary Academy, Wednesbury and St. Peter's C of E Primary Academy Stonnall.

**SPECIAL CONDITIONS:**

Academy working environment with stakeholder interaction; parents, teachers, Local Academy Committees and other agencies

**KEY EFFORT DEMANDS:**



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- To foster good relationships with all members of St Chad's Academies Trust, staff, parents and Local Academy Committee members and to maintain effective communication with all stakeholders and external organisations across both educational establishments; and
- Promote and manage effective and appropriate use of time at both educational establishments to ensure due diligence

#### **KEY RESPONSIBILITIES:**

- To work in strong collaboration with the Trust;
- To maintain and develop effective working relationships with Heads of School;
- To act as an exemplar leader and manager;
- Ensure and prepare both academies (staff) are Ofsted and Section 48 Inspections ready; and
- To work closely with both Local Academy Committees providing appropriate and timely information so that they carry out their roles and responsibilities effectively

#### **SUMMARY MAIN ACTIVITIES (across the two educational establishments):**

- Work with Local Academy Committees to create the strategic vision for the academies;
- Support and guide Heads of School by providing good leadership and management models/tools for them to utilise;
- Ensure a continuous and consistent focus on pupils' achievement, using data and benchmarks to monitor progress;
- Establish creative, responsive and effective approaches to learning and teaching;
- Set high expectations and set stretching targets for each academy community;
- Monitor, evaluate and review academy practice and promote improvement strategies;
- Tackle under-performance at all levels across the two establishments;
- Develop effective communication strategies across the two establishments;
- Work closely with the Improvement Adviser to maintain high standards across both academies; and
- Work closely with the Christian Distinctiveness Adviser to maintain and promote the Christian Distinctiveness of both academies

#### **THE FOUR DOMAINS OF HEADSHIP**

##### **Domain 1: Qualities and knowledge**

The Executive Principal will ensure that his/her leadership demonstrates commitment to promoting and developing the school's Christian Distinctiveness through the search for excellence in all areas of this work.



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The Executive Principal will:

1. Work with all stakeholders to create and promote an educational vision and values for the academies which takes account of the Christian mission and of the diversity, values and experiences of the academies and the communities they serve.
2. As an employee of St Chad's Academies Trust, understand that s/he is accountable to the CEO and the wider Trust Board and provide an accurate evaluation of the academy's strengths and areas for improvement as required.
3. Hold and articulate the moral purpose focused on providing a world class education for the pupils they serve.
4. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, Local Academy Committee members, the Trust, Diocese and wider community.
5. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
6. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
7. Work with political and financial astuteness, within a clear set of principles centred on the academy's Christian visions, ably translating local, national and Diocesan policy into the academy's context.
8. Communicate compellingly the academy's vision and drive the strategic leadership, empowering all pupils and staff to excel.

#### **Domain 2: Pupils and Staff**

**Executive Principal leads a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth. The Executive Principal will lead the academy's communities in promoting positive attitudes to learning amongst pupils and staff.**

The Executive Principal will:



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1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Ensure high quality provision for pupils' spiritual, moral, social and cultural education in line with the Christian teachings, St Chad's Academies Trust guidelines, purpose and aims of the academies
3. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the academy's Christian Distinctiveness.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between academies/ schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.
6. Develop and implement a curriculum which is strongly connected to teaching, assessment and standards, providing exciting and appropriate experiences for pupils which deliver a high quality education for all.

### **Domain 3: Systems and Processes**

**All deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the academy's Mission Statement.**

The Executive Principal will:

1. Ensure that the academy systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and are fully compliant with all St Chad's Academies Trust policies and procedures and statutory requirements. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the academies.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the academy and in the wider society; ensure that



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all policies and procedures regarding safeguarding are embedded and updated, in line with all appropriate documentation.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the Local Academy Committee to understand its role and deliver its functions effectively in line with St Chad's Academies Trust guidelines – in particular its functions to set academy strategy and hold the Executive Principal to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led strategic planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the academy's sustainability and its Christian character.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **Domain 4: The Self-Improving School System**

**The Executive Principal is responsible for the mission of the academy to the local and wider community and beyond. The Executive Principal shares responsibility for leadership of the wider educational system and should be aware that academy improvement and community development are interdependent.**

In a spirit of collaboration with St Chad's Academies Trust, its network of academies and other schools, to secure the principles of equity and entitlement, the Executive Principal will:

1. Create outward-facing academies, which work with other academies/ schools within the Trust and beyond, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build an academy culture and curriculum which take account of the richness and diversity of the academy communities.

2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving academies/ schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.



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5. Model entrepreneurial and innovative approaches to academy/ school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others, within and beyond academies/ schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Any other duties which are commensurate with the grading of the post.

**DATE PREPARED: March 2022**

<b>KNOWLEDGE AND QUALIFICATIONS</b>	<b>Essential / Desirable</b>	<b>MOA</b>
Graduate with Qualified Teacher Status	<b>E</b>	<b>A/C</b>
Up to date knowledge in subject, national policy, pedagogy, classroom management strategies research/ inspection findings and statutory requirement	<b>E</b>	<b>A / I</b>
Comprehensive knowledge and implementation of effective performance management	<b>E</b>	<b>A / I</b>
Good understanding of the expectations of external validations: Ofsted /SIAMS	<b>E</b>	<b>A / I</b>
<b>EXPERIENCE</b>		
Proven track record of successful school improvement and leadership	<b>E</b>	<b>A / I / R</b>
An excellent classroom practitioner with the highest expectations for the welfare and progress of all children	<b>E</b>	<b>A / I / R</b>
Have a thorough understanding of curriculum development	<b>D</b>	<b>A / I / R</b>
Experience of monitoring and improving the quality of teaching and learning	<b>E</b>	<b>A / I / R</b>
Proven experience of developing good working relationships with all stakeholders	<b>D</b>	<b>A / I / R</b>
Proven experience in the analysis of performance data for the purposes of target setting and evaluation	<b>E</b>	<b>A / I / R</b>
Demonstrate experience of whole school strategic and financial planning	<b>E</b>	<b>A / I / R</b>
Proven experience of accurate self-evaluation and school improvement planning	<b>E</b>	<b>A / I / R</b>
Have a proven commitment to excellent and respectful behaviour from the whole school community	<b>E</b>	<b>A / I / R</b>



SKILLS	Essential / Desirable	MOA
Demonstrable ability to work effectively in a wide range of partnerships to achieve academy improvements	D	A / I / R
Ability to promote and model the Christian distinctiveness of the academy	D	A / I
Proven ability to lead and manage significant whole school initiatives	E	A / I / R
Excellent management, motivational and communication skills	D	A / I / R
Proven ability to lead, manage and co-ordinate staff through an effective team based approach	E	A / I
Ability to understand complex organisations and work with clearly defined line management and supervision structures	E	A / I / R
Ability to monitor and evaluate the work of others; to offer support and intervention where necessary	E	A / I / R
<b>BEHAVIOUR AND OTHER RELATED CHARACTERISTICS</b>		
A commitment to achieving the highest standards for children in all aspects of school life	E	A / I
A commitment to ensure the Christian foundation permeates the life and work of the academy	D	A / I
A commitment to working collaboratively with schools within the Trust and beyond	E	A / I
Ability to work on own initiative and be pro active	E	A / I / R
Demonstrate excellent inter personal skills	D	A / I
Ability to motivate and empower staff	E	A / I / R
Ability to forge effective links with the local community	D	A / I / R
Work in ways that promote equality of opportunity, participation, diversity and responsibility	E	A / I
A commitment to abide by and promote Equal Opportunities	E	A / I
A commitment to ensure to all aspects of Health and Safety are compliant and are under constant review	E	A / I
A commitment to safeguarding and promoting the welfare of children and young people	E	A / I
The post holder will require an enhanced DBS	E	C

Key = MOA, Method of assessment, A = Application, IR = Interview, assessment and Reference, C = Certificate



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