

Job Description – FOR REVIEW IN LIGHT OF EXPERIENCE

Executive Principal

Salary Range:	TBD according to STRB
Line manager:	CEO (KCSP)
Operational accountability:	Executive Governing Body

Main Purpose:

The Executive Principal provides strategic Catholic leadership to the academies in their cluster. This includes the planning and management of financial, staff, building and other resources with a particular focus on staff development and training, developing collaboration and the sharing of specialist skills and resources across the cluster. The postholder will represent the academies to the Trust Board and CEO, the Diocesan Commission and central and local government and their agencies.

The post holder is accountable for ensuring, maintaining and sustaining the Catholic identity of the academies to which they are assigned, for ensuring that this identity is reflected in every aspect of the life of academies and for making sure the learning and faith outcomes of pupils improve continuously. This fundamental duty, rooted in Gospel values, provides the context for the proper discharge of all other duties and responsibilities.

1 Policy

- 1.1 Ensure viable and appropriate action plans for continuous academy improvement
- 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 academies, ensuring effective communication and partnership with all stakeholders, particularly staff and parents.
- 1.4 Provide experienced leadership for academies to ensure success, high quality education and high standards of achievement for all pupils.
- 1.5 Provide effective support, challenge, advice and guidance to Academy Principals to support them in leading academy leadership teams to ensure the best possible education for all pupils.
- 1.6 Promote academies locally, nationally and internationally to maintain academies' profile and that of successful Catholic education.
- 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 tenets of the Catholic church.

2 Leadership

- 2.1 Work with each Academy Principal, and under the guidance of the Trust School Improvement Director, ensure the develop, evaluation and review the shared vision and strategic plan for the academies.
- 2.2 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.

- 2.3 Coach, mentor and motivate Academy Principals and Senior Leadership teams so that they in turn feel empowered to provide similar support for academy staff and volunteers.
- 2.4 Bring Academy Principals (and other leaders as necessary) together in a planned manner so that leadership opportunities and challenges can be shared, and mutually supportive solutions developed.
- 2.5 Oversee and ensure the development of aims, policies and plans, rooted in Gospel values and the social teaching of The Catholic Church.
- 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 monitoring and evaluation systems to ensure excellence of teaching across and throughout the curriculum, including the application of and investment in leading-edge ICT.
- 3.3 Ensure appropriate levels of support, challenge and professional development for Academy Principals.
- 3.4 Ensure the effective sharing of best practice across academies, enabling proactive and positive collaboration with other academies/schools.
- 3.5 Ensure academies are a safe and healthy environment in which standards of behaviour encourage learning, and pupils' own social and faith development.
- 3.6 Ensure that there are a range of opportunities for pupils from different academies to work and learn together, to share common experiences, particularly of faith.
- 3.9 Ensure academies 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 Academy Principals 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 Academy Principals to maximise the contribution of staff, governors, parents/carers and clergy to improve the quality of education and faith development provided, and standards achieved.
- 4.4 Promote an ethos founded on Gospel Values in which the highest aspirations are held for all: staff, governors, clergy, parents/carers, pupils and other stakeholders.
- 4.5 Provide guidance, induction and support to Academy Principals and middle leaders where appropriate including advice on accredited professional development programmes; for example, NPQs (e.g. NPQH), Masters (e.g., in Catholic Education Leadership) and Catholic qualifications (e.g., CCRS).
- 4.6 Participate in the selection and appointment, deployment and management of Academy Principals to ensure continuous improvement of learning and faith 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.
- 4.7 Ensure the effective implementation and application of appropriate systems, allied to those used or advised by strategic partners (e.g. Trust, diocese, local authority) to manage under performance, grievance, and competency and capability issues should they arise, and to support the process where appropriate.
- 4.8 Conduct the appraisal process for Academy Principals and act as the "grandparent" for the appraisal of other senior leaders as appropriate.
- 4.9 Ensuring that a cycle of appraisal for all staff and governors is operational and effective.

5 Communication and Partnership

- 5.1 Encourage academies as cooperative and collaborative institutions dedicated to the 'Common Good'.
- 5.2 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.
- 5.3 Cultivate collaboration across academies, including mutually beneficial teacher exchanges, CPD or joint consultancy work as appropriate.

- 5.4 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.
- 5.5 Act as the representative for all the academies in the cluster to the Trust Board
- 5.6 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 academies.
- 6.2 Ensure that robust and viable budget and resource plans are developed for all academies within the cluster with the support of the Area Business Manager and Academy Principals.
- 6.3 Support Academy Principals to augment resources in ways consistent with its mission and Gospel values; e.g., submit bids for funding, engaging in appropriate fund-raising activity.
- 6.3 Maximise contracts and services to achieve value for money, taking advantage particularly of economy of scale opportunities.
- 6.4 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 diocesan requirements with respect to assets.
- 6.5 Ensure all safeguarding accountabilities are met and exceeded wherever possible, particularly the learning, social and faith needs of children 'looked after' (CLA) and children 'in need' (CiN)
- 6.6 Work with governors, the Academy Principals, staff and other stakeholders to ensure all available resources are maximized for assigned establishments and their delivery of Catholic witness.
- 6.7 Undertake any additional requirements of the Trust commensurate with the seniority of the Executive Principal role.