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| **Linden Bridge Principal Job Profile** |  |  |  |
| **‘Bringing Out the Best’ – Shaping the future** | **Essential** | **Desirable** | **Method of Assessment** |
| Together with the Executive Principal, create a shared, strategic vision and plan which inspires and motivates pupils, staff and all members of the school community by:   * Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. * Ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large. * Working within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement. * Motivating and working with others to further our shared culture and positive climate. * Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence. | * Good honours degree and a DfE recognised qualified Teacher status * Substantial and demonstrable leadership experience. * Knowledge/experience in models of outstanding learning, autism and effective strategies needed to meet the needs of all pupils * Evidence of recent professional development which has impacted upon your work that is related to SEND/autism/complex social and communication needs. * Leadership in the principles of outstanding teaching and learning with wide experience of classroom observation and feedback. * Experience of bringing about improvements in standards linked to target setting, monitoring and successful interventions. * Evidence of informed ability in use of data to evaluate performance and lead whole school improvement. * Leadership experience in a special school. * Evidence of ability to develop excellent working relationships with all staff and other stakeholders. * Experience of clear systems and protocols for the performance management of staff. * Evidence of ability in curriculum led financial planning, cost control and monitoring of financial performance. | * Substantial leadership experience in more than one school. * A higher degree/ diploma in leadership education, MBA, NPQH or undertaking the programme. * Additional qualifications related to SEND/autism * Approved safer recruitment training. * Sound knowledge of current educational thinking and educational developments related to pupils with autism/SEND * Evidence of leading on curriculum design, development, implementation and management. * Leadership experience across the 5-19 age range. * Leadership in a residential provision. * Ability to anticipate future changes so that they are managed proactively. * Understanding of the financial and governance rules and   regulations particular to being an Academy.   * An understanding and knowledge of the CQC standards and Inspection Framework. | * Application Form supported by original qualification documents at interview. * Application Form supported by interview process. * Interview * Interview * Tasks set at   interview.   * Interview |
| **Leading Learning and Teaching** | **Essential** | **Desirable** | **Method of Assessment** |
| Together with the Executive Principal, provide effective learning and teaching by setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. This should create a learning culture that enables pupils to become effective, enthusiastic, independent learners, committed to life-long learning by:   * Ensuring that the creation of a safe, happy school focussed on learning is at the centre of strategic planning and resource management. * Determining, organising and implementing the curriculum and its assessment. * Taking a strategic role in the development of new technologies to enhance and extend the learning experience of all. * Ensuring a consistent and continual school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning. * Establishing creative, responsive and effective approaches to learning and teaching in every subject. * Ensuring a culture and ethos of challenge, support and inclusion where all pupils can achieve success. * Demonstrating and articulating consistently high expectations and setting stretching targets for the whole school community. * Implementing strategies which secure high standards of behaviour and attendance of pupils. * Monitoring, evaluating and reviewing the curriculum and its assessment together with classroom practice and experience and promote improvement strategies. * Challenging under-performance at all levels and ensuring effective corrective action and follow-up. | * Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners. * Outstanding all-round communication, advocacy and presentation skills. * Ability to demonstrate highly developed levels of emotional intelligence. * Ability to forge positive relationships with governors, parents, pupils, the local community, other schools and partners. * Ability to recruit, develop and motivate staff. * Leading by example and setting high standards. * Successful experience of curriculum development along with demonstration and evidence of raising attainment in at least one area of the school. * Demonstrate a highly developed empathy and understanding of complex needs and a commitment to meeting the needs of pupils with Autistic Spectrum Disorder * Experience of successfully leading major school initiatives and evaluating impact on outcomes. * Effectively use data to inform decision-making. * Experience and understanding of how to raise standards of teaching and learning. * Maintain attendance and high standards of behaviour. | * Strong ICT skills and accustomed to promoting new technologies / other innovative methods to enhance learning. * Outstanding analytical skills. * A knowledge and understanding of the appropriate strategies to meet the needs of pupils with a range of sensory impairments | * Application Form. * Selection process * Interview * Tasks set at interview * Interview * Selection process * Application Form and Interview * Application Form * Application Form and Interview * Task set at interview * Interview |
| **Developing Self and Working with Others** | **Essential** | **Desirable** | **Method of Assessment** |
| Effectively work with and through others (including Pupils, Staff, Local Governors, Parents and other members of the community) in order to build a professional learning community which enables others to achieve by:   * Working with the Executive Principal to build a collaborative learning culture within the school that actively engages with other schools to build effective learning communities. * Sharing leadership, building teams and working co-operatively within and outside the school to achieve school goals and objectives. * Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review. * Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. * Acknowledging the responsibilities and celebrating the achievements of individuals and teams. * Developing and maintaining a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory. * Regularly reviewing own practice, setting personal targets and taking responsibility for personal development. * Managing own workload and that of others to ensure a work-life balance. | * Ability to raise the aspirations of the whole school community. * Evidence of and the ability to manage change effectively. * Track record of developing and supporting individuals and teams. * Ability to manage conflict. * Working effectively to raise standards. * An expectation of 100% commitment from staff and pupils. * Proven record of an effective classroom teacher who will be a role model to others. * Enjoyment of and the ability to communicate with young people. | * A good understanding of coaching as a means of promoting performance | * Application Form * Interview. * Application Form & Interview. * Pupil panel and Interview. |
| **Managing the Organisation** | **Essential** | **Desirable** | **Method of Assessment** |
| Together with the Executive Principal, deploy people and resources efficiently and effectively to meet the schools’ aims and to carry out its plans by:   * Creating an organisational structure that reflects the Trust’s values and enables the management systems, structures and processes to work effectively (in line with legal requirements). * Producing and implementing clear, evidence-based improvement plans for the development of the school. * Ensuring that THPT policies are implemented and regularly reviewed and developed * Building, remodelling and maintaining organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis. * In conjunction with the Executive Principal, manage the school's financial and human resources effectively and efficiently to achieve the school's educational priorities and goals thus ensuring value for money. * In conjunction with the Executive Principal, recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school. * Implementing successful performance management processes with all staff. * In conjunction with the Executive Principal and THPT Estates Leaders, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. * Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils. * In conjunction with the Head of ICT use and integrate a range of new technologies effectively and efficiently to manage the school. * Ensuring that professional duties and conditions of employment, as set out in the School Teachers' Pay and Conditions Document, including those for the Head of School, are fulfilled. | * Lead the staff with authority and sensitivity in order to secure confidence and loyalty of the whole school community. * Ability to delegate tasks and monitor effective implementation. * Experience of managing successful intervention with the under- performance of staff. * Significant understanding of relevant legislation, innovation and new developments under-pinning educational effectiveness. | * Understand the roles external agencies can play in improving outcomes for young people. * Experience of leading educational and residential staff. * Understand the school financial planning process and the importance of effective monitoring to secure best value. | * Application Form * Selection process. * Interview. * Tasks set at Interview. |
| **Securing accountability** | **Essential** | **Desirable** | **Method of Assessment** |
| To have a shared professional responsibility to the whole school community and ensure that all members accept they are accountable for the contribution they make to school outcomes by:   * Working with the Executive Principal to further develop a school ethos which enables everyone to work collaboratively, sharing knowledge and understanding, celebrate success and accept responsibility for outcomes. * In conjunction with the Executive Principal, monitor, evaluate and review the effects of policies, priorities and targets of the school in practice. * Working with the Executive Principal and the Chair of the Local Governing Body to provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement. * Working with the Executive Principal to develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and Local Governors. * Ensuring that individual staff accountabilities are clearly defined, understood, agreed and are subject to rigorous review and evaluation. * Reflecting on personal contribution to school achievements, take account of feedback from others and ensure continuing professional development is secured. | • Ability to identify and evaluate relevant data to inform the school self- evaluation process.  • A willingness to set and monitor demanding timescales for improvement.  • Has high expectations and personal integrity with the ability to promote the values of the school.  • Knowledge of best practice and procedures for safeguarding children and young people.  • A commitment to sustain and support safe, secure and healthy school environment. | * Direct experience of improvement through planned targets and interventions. | • Application Form  • Selection process.  • Interview.  • Interview.  • Application Form and Interview. |
| **Strengthening the Community** | **Essential** | **Desirable** | **Method of Assessment** |
| To collaborate with other schools and agencies in order to bring positive benefits to each at strategic and operational levels by:   * Working with the Executive Principal to build a school culture and curriculum which takes account of the richness and diversity of the school's communities. * With the Executive Principal to create and promote positive strategies for development of diversity, equality and equity. * Working with the Executive Principal share best practice with other Trust schools and networks. * Ensuring learning experiences for pupils are linked into and integrated with the wider community. * Ensuring a range of community-based learning experiences. * Collaborating with other agencies and partners in providing for the intellectual, spiritual, moral, social and cultural well-being of pupils and their families. Co-operate and work with relevant agencies to safeguard children. * Creating and maintaining an effective partnership with parents to support and improve pupils' achievement and personal development. * Seeking opportunities to invite local community figures, businesses or organisations into the school to enhance and enrich the curriculum. | • Understands the need for effective relationships with Parents, Carers, Partners and the community which enhance and supports pupil learning.  • Values equality and diversity and the unique contribution that every individual makes to the learning community.  • Committed to secure the schools place in the community and build positive relationships.  • Understands the role of external Agencies in supporting the social and emotional well-being of all pupils and their families. |  | • Selection process and Interview.  • Selection process and Interview.  • Interview. |
| **Communication skills** | **Essential** | **Desirable** | **Method of Assessment** |
|  | * Excellent written, verbal and presentation skills. * Ability to represent the school and to maintain and enhance its reputation for excellence. | * Strong ICT skills. | • Application Form  • Selection process.  • Interview. |
| **Personal qualities** | Essential | Desirable | **Method of Assessment** |
| All Trust leaders are expected to uphold the ‘Nolan Principles’ which are the basis of the ethical standards expected of public office holders namely: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership | * Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity. * An inspirational role model with the ability to lead by example. * A consultative leader who knows when to seek advice and when to act decisively. * Ability to anticipate changing circumstances and act proactively to meet the challenge. * The capacity to work under pressure, show initiative and to assume a demanding workload. * Personal integrity. * A good sense of humour | * Understand the principle of effectiveness and efficiency, by demonstrating the ability to ‘work smart’ in order to achieve well in a limited timescale. * A personal willingness to become an important player in the local community and participate actively in the wider educational community. | * Application Form * Interview. |

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS)