

A child wearing safety glasses

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The Learning Community Trust is a multi-academy trust which spans education for children and young people from the age of 2 years old through to 16 years old, and up to 25 years old in our specialist settings. We have an excellent reputation both regionally and nationally and are proud to place our pupils, staff and families at the heart of everything we do. We want our pupils to thrive, enjoy school, and understand the importance of respect for others.

We believe that pupils should have access to a formidable educational experience, ensuring a mindset for success and a readiness to thrive, preparing them for their futures as global citizens. The Learning Community Trust exists because we have a commitment and passion for providing great academies for our communities. We acknowledge and celebrate the distinctness and individuality of each academy’s community; we celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.

The trust academies span across the education sector, with primaries, secondaries, and specialist academies. This means we are responsible for thousands of pupils and staff across our campuses; we take that responsibility very seriously. Each academy is individual and has its own distinctive ethos. However, we all share the same LCT value, to support all our pupils to ensure that – regardless of their background or starting point – they can achieve exceptional educational outcomes.

Our absolute focus is to provide the highest quality of education and pastoral care in our academies, developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

Staff members across our Trust benefit from a broad spectrum of training opportunities, including nationally recognised development programs, all tailored to support the specific needs of our academies and their personnel. Whether you are beginning your journey in education or are an experienced leader, we are here to ensure you reach your fullest potential.

For more information about the Learning Community Trust, and our academies please visit: lct.education

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| A close-up of a logo | | **Learning Community Trust Job Description**  **Teaching Staff** | | | | | | | | | | | A close-up of a logo |
| Job Title: | Principal | | | | | | Salary: | | L30-L34 | Work Schedule: | | Full Time | |
| Location of Role: | While the home academy, Charlton School, is the primary focus, employees should be prepared to contribute to the sustainability of other LCT academies and towards the learning of all pupils within the trust in exceptional circumstances. | | | | | | | | | | | | |
| **Trust Mission and Vision** | | | | | | | | | | | | | |
| ***Mission Statement:*** Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens | | | | | | | | | | | | | |
| ***Vision:*** Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community. | | | | | | | | | | | | | |
| **Our Vision** | | | | | | | | | | | | | |
| A Trust With Heart | | | | | Successful Pupils | | | Never Leave A Child Behind | | | Learning For All | | |
| Thriving Community | | | | | Respect For All | | | Together We Are Stronger | | | Coping With The Challenges Of Life | | |
| **Role Specific Information** | | | | | | | | | | | | | |
| Main purpose of role | | | | **The Principal will be responsible and accountable for the academy, which operates as part of the Learning Community Trust. The Principal will:**   * Provide vision, leadership and direction to the staff, students and other stakeholders, within the LCT ethos, policies and structures. * Effectively manage learning and teaching. * Ensure the best outcomes for students both in terms of attainment and progress. * Promote excellence, equality and high expectations for all students. * Deploy all resources, including staff and financial resources to achieve the school’s aims, within the Trust ethos and policies. * Evaluate school performance and identify priorities for continuous improvement; ensure effective day to day management, organisation and administration; maintain very strong relationships with the community, stakeholders and partners. * Create a safe and productive learning environment which is engaging and fulfilling for all students so that learners enjoy their education. * Build a professional community that enables others to achieve through effective relationships and communication. | | | | | | | | | |
| Duties and Responsibilities | | | | **School Culture**   * Establish and sustain the school culture and strategic direction as an LCT school under the Trust ethos and key principles. * Create a culture where pupils enjoy school and their learning and wider school life. * Uphold ambitious educational standards for all pupils. * Create a safe, orderly and inclusive environment where all members of the school community demonstrate positive and respectful relationships with each other. * Promote staff professionalism. * Ensure the school fulfils its duties under the SEND code of practice and provides a supportive environment for all to learn in.   **Quality of Education**   * Ensure pupils have access to high-quality, expert teaching across all subjects and phases, promoting high levels of subject expertise and passion for learning. * Ensure effective formative assessment takes place, and that assessment is used reliably and proportionately. * Deliver a broad, balanced and structured curriculum to meet the needs of all pupils in the school community. * Develop senior and middle leaders to ensure that curriculum leadership is effective and that subject leaders have access to professional networks and communities, promoting high levels of subject expertise. * Ensure pupils are taught to read through evidence-informed approaches to allow them full access to the curriculum.   **Behaviour and Attitudes**   * Have high expectations for pupils’ behaviour built on positive and effective relationships between staff and pupil, and supported by rules and routines which are in line with the Trust ethos and expectations. * Ensure the school community treat each other courteous and respectfully in accordance with the school’s behaviour policy. * Manage behaviour consistently and fairly, with due consideration to inclusion of all members of the school community. * Ensure staff model and teach required behaviours and receive training on this.   **School Improvement**   * Ensure staff access high quality, sustained professional development. * Lead a culture of professional development within the school that prioritises effective planning, delivery and evaluation to meet required standards of professional development for all school staff. * Ensure that the professional development opportunities available to staff draw on expertise from beyond the school and Trust, as well as within it. * Make available nationally recognised career and professional frameworks and programmes to support and develop all staff, building capacity and supporting succession both within the school and the Trust. * Through Trust processes and structures and working with the allocated Trust Director at strategic level, identify areas for school improvement; identify and analyse any barriers to improvement and work to resolve these. * Develop appropriate strategies for school improvement, supported by the Trust, which are both realistic and ambitious for our pupils. * Implement strategies leading to the sustained improvement of the school over time.   **Leadership and Governance**   * Ensure safeguarding is effective and that pupils and staff are protected and safe. * Allocate financial resources appropriately, effectively and efficiently and with due to consideration to probity in the use of public funds. * Deploy and manage staff with due attention to workload and a healthy work-life balance. * Ensure systems, policies and processes are in place that enable the school to operate effectively and efficiently. * Ensure risk is identified, managed and mitigated with rigour. * Work in partnership with patents, carers and the local community. * Work effectively with other schools and organisations, and with LCT schools in mutual co-operation and support. * Create effective working relationships with professional colleagues across public sectors for the benefit of our school communities and the enhancement of educational outcomes for our pupils. * Uphold the obligation to give account and accept responsibility within effective governance structures. * Create effective professional relationships with those responsible for governance. * Ensure staff know and understand their professional responsibilities and are held to account. * Ensure the school operates with required regulatory frameworks and meets its statutory duties   **Other professional requirements**   * **Communication:** Communicate proactively and effectively with colleagues, pupils, parents and carers. * **Wider contribution:** Contribute fully to the wider curriculum and enrichment programmes of the academy,Trust and local community * **Operations:** Adhere to the policies and practices of the academy including staff code of conduct and GDPR practice. * **Extra-curricular**: contribute to the extra-curricular programme and show a willingness to support academy trips and activities.   **Employee qualities**   * **Ambitious** - A strong desire for success, growth, and learning. Ambitious employees are motivated and driven to achieve their goals. * **Humble** - Humble employees are open to feedback, willing to learn, and embrace change. * **Emotionally intelligent** - The ability to recognise and regulate one's own emotions, while also understanding and responding to the emotions of others. Encompassing skills such as empathy, self-awareness, and effective communication * **Resilient** – The capacity to adapt to change, overcome challenges in both the whole academy and classroom settings, while maintaining a success-oriented mindset and a readiness to flourish * **Collaborative -** demonstrate strong collaboration skills, with the ability to work effectively as part of a team, foster open communication, and actively contribute to professional development opportunities. | | | | | | | | | |
| Specific additional role based on specific appointment: | | | |  | | | | | | | | | |
| Name of Staff: | | |  | | | Signature: | | |  | Date: | |  | |
| HR Name of Staff | | |  | | | Signature: | | |  | Date: | |  | |
| This job description may be reviewed as part of the appraisal process and may be subject to amendment or modification after consultation with the post holder  It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holders' professional responsibilities and duties, including the provision of high-quality teaching and learning across the Academy and the pastoral care of the pupils in their charge.  Elements of this job description and changes to it may be negotiated at the request of the principal or the Learning Community Trust or the incumbent of the post. | | | | | | | | | | | | | |

*The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders are subject to an enhanced DBS check (including a check on the children’s barred list) and an online search for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process.*

*In line with the Statutory Guidance Keeping Children Safe in Education an online check will be undertaken for all shortlisted candidates prior to the interview.*

*We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.*

*For more information regarding our school’s commitment to safeguarding, please see our Child Protection & Safeguarding Policy.*

**Person specification**

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| criteria | qualities |
| **Qualifications  and experience** | * Qualified teacher status * Educated to degree level; NPQH is desirable * Leadership experience in a senior position with substantial evidence of proven success * Experienced at senior level in instigating, leading and managing change, leading to school improvement |
| **Skills and knowledge** | * Understanding of finances; deployment and allocation of resources * Sound knowledge of effective educational practices, policies and development * Ability to create an excellent climate for teaching and learning to flourish and identify areas for improvement to work towards this * Ability to manage change and prioritise * A clear commitment to a broad and balanced curriculum and the extra-curricular offer as being essential in a successful school * An awareness of the climate in which the school operates, both politically and in terms of its community * Strong track record in working with all elements of a school community * Highly competent in all elements of the Teachers’ Standards * Achievements and contribution to educational settings are substantial and sustained * An excellent knowledge of the National Curriculum * An excellent knowledge of effective teaching and learning strategies * An excellent understanding of how children learn * Extensive knowledge of how to adapt teaching to meet pupils’ needs * Ability to build effective working relationships with pupils * An excellent knowledge of guidance and requirements around safeguarding children * Extensive knowledge of effective behaviour management strategies * Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area you teach * Flexible, creative and adept at designing learning sequencing within and across lessons as part of the curriculum |
| **Personal qualities** | * Aligned to the LCT ethos and approach * A team player who can build a strong team and lead with warmth and visibility · * Proven capacity as a resilient and reliable decision-maker * Able to seek and act on advice from peers, fellow professionals and team members * Strong personal credibility and the capacity to build effective relationships with all stakeholders * An egalitarian commitment to equality for all members of the school community * Integrity, honesty and humility * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the academy. * High expectations for children’s attainment and progress * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality |