

JOB DESCRIPTION

POSITION	Executive Principal
SALARY	Competitive dependent on experience
HOURS	Full or part time
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Chief Executive Officer
RESPONSIBLE FOR	Primary school principals
LOCATION	Required to work at each site
KEY WORKING RELATIONSHIPS	Chief Executive Officer Principal MRA Chief Operating Officer Staff and pupils Governors Key stakeholders DfE

Background

Mossbourne is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. The Mossbourne Federation’s creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within the Academy. The Mossbourne Federation has helped change students’ lives. The Federation is founded on high expectations and a belief that all students, regardless of background, can have a first-rate education.

The Mossbourne Federation comprises four academies:

- Mossbourne Community Academy (secondary)
- Mossbourne Victoria Park Academy (secondary)
- Mossbourne Parkside Academy (primary) and
- Mossbourne Riverside Academy (primary)

Across the four academies operates a Central Services Directorate that supports all the academies delivering services such as estates, facilities, security, ICT, and telecommunications management, together with corporate communications, human resource and finance functions.

MPA and MRA

Both schools continue to build on the Federation's ethos of exceptional education for all our pupils. With learning at the heart of everything we do, they continue to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all pupils can fulfil their true potential. Our pupils receive great lessons, enjoy a vibrant curriculum and our outstanding teaching staff provide pupils with a happy and caring learning environment, with high expectations for behaviour and manners throughout the academy

Role summary

The Executive Principal will have oversight of strategic Leadership and Management, defining and delivering the vision and objectives of the Federation. They will provide first class leadership and embed the ethos of aspiration, success and high standards across each school. They will ensure that each school has a robust school improvement plan. They will create and support a collaborative, aspirational and innovative culture of learning and a system of monitoring and intervention that enables all students to thrive.

The four key deliverables for this role will be-

You will be required to manage, co-ordinate and implement the growth of Mossbourne by actively seeking primary schools from within Hackney to join the Federation.

At MPA, you will be required to support the head teacher to lead, manage and inspire pupils, parents and staff to produce and maintain outstanding academic outcomes

At MRA you will need to support the Principal to continue to produce and maintain outstanding academic outcomes as the school expands in numbers

Directing and implementing the Federation's ethos and values for the primary cluster

Duties and Responsibilities

The Executive Principal is accountable for performance, pupil progress, standards and academic results across the primary schools. They will

Shape the Future

- Ensure the vision and values agreed by the governing body are clearly articulated, shared and acted upon by staff and students, and understood by parents and the wider community
- Ensure the organisational structure reflects the school's values, and enables the management systems, structures and processes to work effectively
- Work closely with the senior staff to ensure a coherent, whole school approach to all aspects of school life
- Produce, in collaboration with governors and staff, clear evidence-based improvement plans and policies for the development of the schools



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Build on the Academy's approach to equal opportunities by ensuring all students achieve and that particular attention is paid to supporting underachieving individuals and groups

- Champion the Federation's active commitment to equal opportunities and the needs of all its students
- Report regularly to the governing body on the performance of the Academies
- Advise the Governing Body on the formulation of policies, their implementation and evaluation

Leading Teaching and Learning

- Develop further the high quality teaching and learning already achieved across the Academy
- Continue to monitor, review and evaluate classroom practice to promote improvement, taking swift action where teaching is identified that falls below Mossbourne's very high standards
- Ensure a consistent and continuous focus on each student's achievement, building on Mossbourne's effective assessment and recording systems which track and communicate progress, ensuring effective action is taken to remedy problems
- Articulate high expectations and set challenging targets for success, year on year to develop all students academically and socially
- Implement strategies, routines and procedures to secure high standards of behaviour and attendance.
- Determine and organise a balanced and flexible curriculum appropriate for all students
- Engage actively with other schools to strengthen learning and achievement.

Working with Others

- Work to the strengths of the current Senior Leadership Team, which has demonstrably contributed to the success of the Academy
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Embed a demonstrable understanding of the needs of children from a multi-racial community
- Maintain good working relationships among members of the school community
- Build on the strong learning culture within Mossbourne so that professional development continues to be prioritised to achieve the vision and goals of the school
- Ensure that new staff are recruited appropriately, inducted effectively into Mossbourne's culture and that all staff are supported to grow and develop their careers within the Academy
- Ensure effective and rigorous performance management of staff
- Set high personal standards which include regular reviews of own practice and an active commitment to personal development
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Work closely with governors, both formally and informally, to enable the governing body to meet its responsibilities and to ensure the continuing success of the Academy

Managing Resources

- Be accountable for the management and use of the school's resources, ensuring regularity and propriety at all times and reporting regularly to the governing body. Ensure the range, quality and use of all available resources, including staff, are monitored, evaluated and reviewed to achieve maximum benefit for students and provide value for money
- Maximise the Academy's resources by seeking additional funds from a range of sources
- Manage budgets in accordance with delegations from the governing body, ensuring effective financial control at all levels
- Ensure effective administration and audit control
- Use and integrate a range of technologies effectively and efficiently to manage the Academy
- Be accountable for the Academy's health and safety arrangements
- Ensure the effective safeguarding and protection of children

Strengthening Community

- Build a Mossbourne culture and curriculum which takes account of the richness and diversity of the school's communities
- Present a coherent and accurate account of the Academy's performance and success to a range of audiences, including the media
- Maintain an effective partnership with parents to support and improve each student's achievement and development
- Encourage and develop good relations between the school and the local families it serves
- Promote strong links with the local community: in particular, education, business and the voluntary sectors
- Secure good links with other key partners interested in supporting Mossbourne's development
- Contribute to the education system by sharing effective practice and working in effective partnership with other schools
- Co-operate and work with relevant agencies to protect and safeguard children

Develop the Academy's ethos and vision

- Act as an effective ambassador and spokesperson for MCA in the local community and in local media
- Communicate effectively to ensure that all parts of the MCA community (including parents) are kept informed about, consulted on, and have an understanding of MCA's aims, its policies, procedures and future direction
- Develop strong relationships and collaborative ways of working with all stakeholders, including community leaders, the Local Authority, the DfE and EFA, and local and national educational partners
- Seek out partnerships and work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider



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community (including family members) to access knowledge, skills and learning opportunities

- Support a culture where all members of the MCA community respect and support others and their physical surroundings
- Provide appropriate systems of pastoral care to support the personal development of all pupils and create a caring climate in which self-confidence and social responsibility are encouraged
- Epitomise MCA's vision and values (as outlined in our "Vision and Values Statement") and at all times adhere to the staff code of expectations
- Undertake other leadership responsibilities or duties commensurate with the post, as directed by the CEO

Generic Responsibilities (Leadership Time)

- To lead by example and to express continually the school vision, values, aims and priorities of the school
- To contribute to management decisions on all aspects of policy, strategy, development and organisation
- To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning
- To maintain and develop effective relationships with all stakeholders, including parents, governors, local authority and other bodies outside the school
- To attend leadership team meetings as required and to report to staff and governors as necessary.

The duties and responsibilities of the post may vary from time to time according to the changing needs of the academy.



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Person Specification				
Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
E	<ul style="list-style-type: none"> Will have demonstrable experience of working as a Deputy Head or Head teacher 	✓	✓	
E	<ul style="list-style-type: none"> Experience of having led and managed a high-performing team 	✓	✓	
E	<ul style="list-style-type: none"> Must have taught in key stage 1 and 2 	✓	✓	✓
E	<ul style="list-style-type: none"> Proven record of significantly raising achievement across age and ability ranges and of helping pupils achieve impressive academic outcomes 	✓	✓	
E	<ul style="list-style-type: none"> Experience of developing effective Academy strategy and policies 	✓	✓	
E	<ul style="list-style-type: none"> Experience of iMCAct in a substantive SLT portfolio 	✓	✓	
E	<ul style="list-style-type: none"> Experience of having worked in a high-performing school 	✓	✓	✓
D	<ul style="list-style-type: none"> Teaching pupils from backgrounds of socio- economic disadvantage in at least one urban, multi-cultural setting 	✓	✓	✓
D	<ul style="list-style-type: none"> Experience of having delivered school-wide learning / curriculum / assessment innovation and inspiring others to subscribe to it 	✓	✓	✓
D	<ul style="list-style-type: none"> Experience of having worked on the SLT of a non-LA school (an Academy, Free or Independent school) 	✓	✓	✓
D	<ul style="list-style-type: none"> Experience of leading the development of a new programme, enterprise or school 	✓	✓	✓
E	<ul style="list-style-type: none"> Ability to work independently and as part of a team, contributing to INSETs 		✓	
E	<ul style="list-style-type: none"> Ability to develop and maintain positive relationships with teachers, support staff and parents 	✓		
E	<ul style="list-style-type: none"> Understanding of the demands of leading a high-performing primary school, including excellent knowledge of current educational developments and initiatives relating to the leadership of learning and teaching 	✓	✓	



	<ul style="list-style-type: none"> An understanding of the strategies needed to establish consistently high aspirations in a primary school setting, and a commitment to relentlessly implementing these 	✓	✓	
E	<ul style="list-style-type: none"> A proven understanding of how to coach other staff to achieve outstanding teaching practice and how to implement effective strategies to raise learning standards 	✓	✓	✓
E	<ul style="list-style-type: none"> Knowledge and experience of Safeguarding and Child Protection 	✓	✓	✓
E	<ul style="list-style-type: none"> Deep knowledge of developments in educational policy and pedagogic developments at local, national and international levels 	✓	✓	✓
D	<ul style="list-style-type: none"> A sound understanding of school finance and the budgetary aspects of running a school 	✓	✓	
D	<ul style="list-style-type: none"> A proven ability to oversee resource management efficiently and effectively 	✓	✓	✓
D	<ul style="list-style-type: none"> A thorough grasp of the legal and regulatory framework within which Academies operate 	✓	✓	
D	<ul style="list-style-type: none"> A proven ability to lead, enthuse and inspire a committed and highly effective staff body at all levels 	✓	✓	✓
E	<ul style="list-style-type: none"> An effective leadership and management style that encourages participation and innovation 	✓	✓	✓
Qualifications				
E	<ul style="list-style-type: none"> Educated to degree level 	✓	✓	
E	<ul style="list-style-type: none"> Able to demonstrate a commitment to personal learning 	✓	✓	
E	<ul style="list-style-type: none"> Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS 	✓	✓	
IT knowledge				
D	<ul style="list-style-type: none"> Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point) 		✓	
D	<ul style="list-style-type: none"> Ability to swiftly adapt to and utilise new/various systems/software 		✓	
Behavioural Competencies				
E	<ul style="list-style-type: none"> Excellent interpersonal skills – and effective oral / written communication skills with children, staff and parents 	✓	✓	✓



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	A proven ability to confidently use data to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment	✓	✓	
E	<ul style="list-style-type: none"> The ability to lead, coach and motivate staff within a performance management framework, supporting their development and effectively challenging and managing any underperformance 	✓	✓	✓
E	<ul style="list-style-type: none"> The ability to skilfully develop and maintain positive relationships with pupils, parents, the CEO, governors, colleagues and other stakeholders 	✓	✓	
E	<ul style="list-style-type: none"> Sound judgment and problem solving skills at a strategic and operational level 	✓	✓	✓
E	<ul style="list-style-type: none"> The ability to be articulate and persuasive in championing the Academy 	✓	✓	✓
D	<ul style="list-style-type: none"> A proven ability to easily jump between "tactical" problem-solving and "strategic" thinking about the school's future 	✓	✓	✓
E	<ul style="list-style-type: none"> Excellent communication skills 	✓	✓	✓
D	<ul style="list-style-type: none"> Strategic approach, ability to see the 'big picture' and also think 'outside of the box' 	✓		
E	<ul style="list-style-type: none"> Ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard 	✓		
E	<ul style="list-style-type: none"> Must have the upmost integrity as well as high levels of motivation and commitment 	✓		
E	<ul style="list-style-type: none"> Proactive approach and efficient time management and prioritisation skills 	✓		
E	<ul style="list-style-type: none"> Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation 	✓	✓	
Applicable to all staff				
E	<ul style="list-style-type: none"> Undertake training as required to in order to fulfil the requirements of the role 	✓	✓	✓



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	Support Mossbourne Community's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne Community's initiatives and findings	✓	✓	✓
	<ul style="list-style-type: none"> Recognise your role as part of the succession of Mossbourne Community 	✓	✓	✓
E	<ul style="list-style-type: none"> Play an active role in terms of Safeguarding all students and adults 	✓	✓	✓

Mossbourne Federation reserves the right to modify the above contents in order to meet the needs of the Federation and students. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.

CEO Signature:

I confirm I understand and accept the duties and responsibilities associated with this role:

Employee Name:

Employee Signature:

Date: