

Job Description and Person Specification

| | |
|---------------------------------|--|
| Job title | Principal, UTC Leeds |
| Reports to | Chair of the Board |
| Responsible for | All staff and students |
| Core purpose of the role | To provide an outstanding experience and outcomes for the students of UTC Leeds. This will be achieved through inspirational leadership which embeds a culture of relentless continuous improvement at every level within the school |

| Strategic leadership, direction and development | |
|--|--|
| 1 | Develop and communicate a shared educational vision that expresses the core values of the UTC, is responsive to the needs of the employer and university partners and motivates and inspires others. |
| 2 | Work closely with the UTC's key stakeholders and wider group of employers to understand fully the knowledge, skills and attributes the sponsors wish to foster in students who attend the UTC and develop appropriate systems, processes and curriculum models to deliver this ambition. |
| 3 | Develop and implement effective strategies to recruit the highest quality teaching and non-teaching staff to the UTC. |
| 4 | Raise the aspirations of students, their families and all staff to foster the self-belief that all students who attend the UTC can achieve at the highest level. |
| 5 | Actively develop, promote and demonstrate creativity and innovation in the use of new technologies to achieve excellence in all aspects of curriculum development and delivery in line with the college's curriculum model. |
| 6 | Foster an innovative, flexible and responsive attitude towards changes in the UTC's environment to maintain the organisation at the forefront of education and training. |
| Leading teaching and learning | |
| 1 | Promote excellence in teaching and learning, ensuring a continuous and consistent college-wide focus on students' achievement and development (moral, spiritual, physical, social and cultural as well as academic). |
| 2 | Develop an inclusive and supportive approach so the UTC is a place where all young people feel welcome and the needs of all students are met through effective pastoral support, personalised learning and mentoring. |
| 3 | Ensure a robust and sustainable focus on supporting students to make the best possible progress in all subjects and disciplines across the UTC. |
| 4 | Drive innovation in education ensuring the UTC is able to respond to a changing external environment and the skills, learning, and aspirations of students are developed and enhanced both pre and post-16. |

| | |
|--------------------------------------|--|
| 5 | Ensure excellent curricula and learning pathways are developed and maintained, informed by current knowledge and best practice to develop the potential of all students, equip them for the demands of the 21st century and enable them to acquire the knowledge, skills and attributes required by employers. |
| 6 | Develop and implement strategies to ensure continuity of learning from pre to post-16. |
| 7 | Ensure the development and consistent implementation of robust tracking and monitoring systems that accurately identify and evidence students' ongoing and projected progress in all subjects and disciplines. |
| 8 | Ensure that assessment for learning is embedded in all teaching so that students understand fully what they need to do to make the best possible progress. |
| 9 | Monitor, evaluate and review the effectiveness of all teaching and learning; celebrate and promote excellence; challenge and ensure appropriate action to effectively address under-performance at all levels. |
| 10 | Develop and deliver a curriculum that will maintain the reputation of the UTC for providing a broad and well-rounded education with a strong focus on engineering. |
| 11 | Create a stimulating climate which encourages all students to fulfil their potential in the widest sense and maintain a lifelong enthusiasm for learning and personal development. |
| 12 | Ensure that students are ready to progress to their chosen destination having received the highest quality information, advice and guidance about potential learning, training and employment opportunities. |
| Leadership of self and others | |
| 1 | Provide dynamic, consistent and motivational leadership for the UTC and its staff, ensuring the successful delivery of the UTC's vision, ethos, aims and objectives. |
| 2 | Set high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the UTC's intended outcomes. |
| 3 | Foster and encourage students and staff to be entrepreneurial and take and manage calculated risks. |
| 4 | Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the UTC. |
| 5 | To be responsible for the appointment, assignment, grading, appraisal and performance management of staff and determination, with the framework set by the Board of Governors and other statutory regulations, of the pay and conditions of service of staff. |
| 6 | Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly for middle and senior leaders |
| 7 | Develop an ethos that ensures regular involvement of all staff in UTC developments and encourages collaboration, innovation and individual and team creativity. |
| 8 | Keep abreast of educational developments and best management practice, including Ofsted guidance. |

| UTC ethos and community | |
|---------------------------------------|---|
| 1 | Create effective means of communication to ensure that all stakeholders in the UTC's community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the UTC, its policies, procedures and future direction. |
| 2 | Ensure a model of student engagement that ensures the effective contribution of the student voice. |
| 3 | Develop positive solutions to achieving the British values of diversity, dignity and equality in all aspects of curriculum delivery and engagement with the broader community. |
| 4 | Foster a culture where all members of the UTC community respect others and their physical surroundings. |
| 5 | Develop and maintain effective links with local communities, external academic institutions, professional bodies and relevant government departments. |
| 6 | Represent the UTC on external committees and other bodies considered relevant and influential to the present and future needs of the UTC. |
| 7 | Work with employer partners and other stakeholders to ensure that UTC Leeds promotes and delivers real working environments and practices, ensuring that students are supported in making an effective transition towards their educational and career goals. |
| 8 | Work with local employers to identify and expand opportunities for sponsorship, work-placement and employment for students. |
| Management of the organisation | |
| 1 | Ensure effective operational management for the delivery of education within the UTC's budget and in accordance with financial and organisational requirements of the Education & Skills Funding Agency (ESFA). |
| 2 | Work to, and report on, targets for achievement of the UTC and personal targets as agreed by the governing body and the DfE. |
| 3 | Develop and work within a defined organisational structure that enables effective and efficient ways of working and supports the achievement of the UTC's targets and objectives. |
| 4 | Work with the governing body to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that value for money is at the core of all financial activities. |
| 5 | Create and implement robust managerial and accounting procedures that ensure that the UTC can operate successfully as a business and fulfil all statutory requirements. |
| 6 | Monitor and evaluate student and organisational progress to ensure that objectives are being achieved. |

Person Specification

| Criteria | Essential | Desirable | Evidence |
|--------------------------------------|--|---|--|
| Qualifications | <ul style="list-style-type: none"> • Degree • Teaching Qualification | <ul style="list-style-type: none"> • NPQH • Participation in an accredited school leadership programme • Evidence of continuing and recent professional development | <ul style="list-style-type: none"> • Application form • Certificates |
| Experience | <ul style="list-style-type: none"> • Successful leadership and management experience at senior leadership level in a school, academy or UTC. • Proven track record of raising educational standards. • Experience of whole school curriculum planning, development and implementation. • Experience of developing, implementing and managing effective whole school systems for monitoring students' progress. | <ul style="list-style-type: none"> • Experience of working with a range of employer and industry partners at a senior level. • Experience of developing entrepreneurship in a school context. • Experience of a UTC setting. | <ul style="list-style-type: none"> • Application form • Selection process • References |
| Shaping the future | <ul style="list-style-type: none"> • Capacity to formulate and deliver a vision for innovation and improvement. • Sound knowledge of current and future educational developments. • Experience of successfully leading change and inspiring others. • Proven track record of change management. | <ul style="list-style-type: none"> • Experience of senior responsibility for developing and delivering a significant new educational initiative. • Experience of leading and implementing rapid improvement | <ul style="list-style-type: none"> • Application form • Selection process • References |
| Leading learning and teaching | <ul style="list-style-type: none"> • Ability to lead by example and inspire high quality teaching and learning. • Ability to inspire, demonstrate and support the highest of expectations for all. • Commitment to include and make a difference for every student. | <ul style="list-style-type: none"> • Ability to model and demonstrate outstanding teaching practice. | <ul style="list-style-type: none"> • Letter of application • Selection process • References |

| | | | |
|--|--|--|--|
| Developing self and working with others | <ul style="list-style-type: none"> • Skill to set appropriate and challenging targets for self and others. • Capability to make and take decisions and delegate appropriately. • Commitment to the encouragement, empowerment and training of staff. • Commitment to own self development. | <ul style="list-style-type: none"> • Evidence of working with external agencies, including employers to develop and deliver project based learning. | <ul style="list-style-type: none"> • Letter of application • Selection process • References |
| Managing the organisation | <ul style="list-style-type: none"> • Capacity to build on and manage high performing teams. • Ability to use strong and effective management systems underpinned by clear communication. • Ability to produce and implement appropriate improvement plans and policies. • Knowledge and understanding of effective financial management. | | <ul style="list-style-type: none"> • Application form • Selection process • References |
| Securing accountability | <ul style="list-style-type: none"> • Ability to delegate responsibility with accountability. • Capacity to sustain the ongoing improvement of results. • Knowledge of performance management processes. | <ul style="list-style-type: none"> • Evidence of effective working with governing bodies and/or academy trust governance arrangements. • Experience of accounting to Ofsted and/or the DfE to demonstrate robust evidence of progress and improvement. | <ul style="list-style-type: none"> • Letter of application • Selection process • References |
| Employer and community links | <ul style="list-style-type: none"> • Ability to work with other education leaders as part of the local learning community. • Commitment to developing positive community links for the benefit of young people who attend the UTC. | <ul style="list-style-type: none"> • Evidence of developing effective links with employers and businesses. | <ul style="list-style-type: none"> • Letter of application • Selection process • References |

| | | | |
|---|--|--|--|
| Skills, knowledge and levels of competency | <ul style="list-style-type: none"> • Knowledge of the strategies to achieve effective deployment of resources including the use of ICT. • Knowledge of the key aims and objectives of UTCs as an educational delivery model. • Knowledge of local and national policies, priorities and statutory frameworks. • Broad understanding of all associated phases of education, including FE and HE. • Excellent oral, written communication and ICT skills. • An ability to analyse and interpret information to make informed decisions and exercise good judgement. • A range of effective leadership skills and styles to develop productive relationships and high performing team work. • An ability to challenge and motivate others to create a forward thinking organisation committed to continuous improvement. • An ability to influence key stakeholders and the wider local community. | | <ul style="list-style-type: none"> • Application form • Selection process • References |
| Personal qualities and attributes | <ul style="list-style-type: none"> • Passionate about education. • A commitment to inclusion and success for all. • Interpersonal awareness and concern for impact. • Lead by example with high professional standards. • Visibility and leading from the front. | | <ul style="list-style-type: none"> • Application form • Selection process • References |
| Safeguarding young people | <ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Sound understanding of statutory safeguarding requirements. | <ul style="list-style-type: none"> • Recent accredited safeguarding training. | <ul style="list-style-type: none"> • Letter of application • Selection process • References • Certificates |