

Personal Specification

Assistant Principal Attendance and Behaviour

	Requirements	Essential	Desirable
	Experience		
1.	Evidence of impact as a Senior Leader.		✓
2.	Previous track record of excellence in the classroom.	✓	
3.	Experience of planning. Implementing and monitoring pastoral curriculums.	✓	
4.	Prior experience of monitoring teacher effectiveness with regard to standards and outcomes.	✓	
5.	Prior experience of challenging, developing and enhancing the teaching practice of others.	✓	
6.	Prior experience of management of competency/disciplinary procedures.		✓
7.	Evidence of managing successful self -evaluation, improvement and change initiatives within the education setting.	✓	
8.	Experience of working as part of safeguarding team.		✓
9.	Prior experience and understanding of line management of faculty/subject area(s).	✓	
10.	Prior experience of student welfare, behaviour management, attendance and inclusion.	✓	
11.	Prior experience of working with Governors.		✓
12.	Prior experience of working with parents and the wider community.	✓	
13.	Prior experience of liaising, informing, consulting and prioritising referrals to appropriate agencies.	✓	
14.	Prior experience of supporting the needs of vulnerable students CLA/SEND	✓	✓
	Education and Training	Essential	Desirable

Personal Specification

15.	Appropriate degree or equivalent.	✓	
16.	Qualified Teacher Status.	✓	
17.	Evidence of recent personal and professional development.	✓	
18.	Level 2 Safeguarding trained / willingness to undertake.	✓	
Knowledge			
19.	Sound understanding of the requirements for effectively monitoring teacher effectiveness and measuring standards and outcomes.	✓	
20.	An understanding of safeguarding effective monitoring and reporting.	✓	
21.	A thorough understanding of the nature of learning and its implications for the development of effective teaching and behaviour strategies.	✓	
22.	A through understanding of the requirements of RSE, SMSC and other associated elements of pastoral curriculum development.	✓	
23.	A sound understanding of the strategies which help to improve behaviour.	✓	
24.	A sound understanding of the strategies which help to improve attendance.	✓	
25.	An understanding of up-to-date educational developments, nationally.	✓	

Personal Specification

	Skills/Aptitudes		
26.	Ability to monitor teacher effectiveness with regard to standards and outcomes.	✓	
27.	Ability to delegate within appropriate parameters and hold people accountable for that delegated responsibility.	✓	
28.	Ability to effectively manage change initiatives.	✓	
29.	Ability to effectively manage a team.	✓	
30.	Ability to think critically, flexibly and positively in the face of complex issues.	✓	
31.	Ability to perceive the role as part of the whole-school context and development.	✓	
32.	Ability to communicate easily, sensitively and effectively, both orally and in writing, to a range of stakeholders within the UTC's internal and external communities.	✓	
33.	Ability to motivate, inspire and relate appropriately to staff and students in a variety of contexts.	✓	
34.	Ability to effectively and efficiently prioritise.	✓	
35.	High order organisational and administrative skills.	✓	

Personal Specification

	Specific requirements		
36.	Demonstrate a positive team approach to work.	✓	
37.	Ability to establish the very highest levels of Safeguarding and Health and Safety procedures.	✓	
38.	Committed to continuous self-improvement.	✓	
39.	A keen sense of professionalism.	✓	
40.	Flexible approach to work to meet the requirements of the post.	✓	
41.	A commitment to equal opportunities and inclusion.	✓	
42.	A commitment to high expectations for staff and students.	✓	
43.	Excellent attendance record.	✓	
44.	A commitment to partnership and collaborative working.	✓	
	Suitability to work with children		
45.	Valid DBS clearance	✓	
46.	Medical clearance	✓	