



## Person specification Assistant Principal

	Essential	Desirable
<b>1. Qualifications</b>	<p>Qualified teacher status.</p> <p>Honours degree status.</p> <p>Evidence of recent professional development including curriculum developments and pedagogy.</p>	<p>Higher degree or evidence of further professional development (eg NPQSL, Leadership Pathways).</p>
<b>2. Experience</b>	<p>Evidence of successful up to date teaching experience, at Key Stage 3 and Key Stage 4.</p> <p>An outstanding classroom practitioner who has also had a strong positive impact in a leadership role.</p> <p>Middle leadership and extended senior leadership experience.</p> <p>Strong professional development record.</p> <p>Experience of successful change management.</p> <p>Record of success in more than one team.</p> <p>Effective line management of other staff.</p>	<p>Experience in more than one school at Key Stage 3 and Key Stage 4.</p> <p>Educational role beyond current school.</p> <p>Experience of coordinating and leading professional development activities.</p> <p>Effective collaboration with external agencies.</p> <p>Experience of working with other stakeholders, including governors.</p> <p>Head of year experience.</p>
<b>3. Skills</b>	<p>Proven ability to use data on a whole school level to raise performance.</p> <p>Proven ability to prioritise, plan, organise, work under pressure and meet deadlines.</p> <p>Decision-making skills, including the ability to think creatively, problem solve and identify opportunities.</p> <p>Specific skills relating to logistics and strategic planning.</p> <p>Think creatively to anticipate and solve problems.</p> <p>Think strategically and contribute to creating a coherent school vision.</p>	<p>Specific skills relating to more than one area of whole-school leadership or management.</p>



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<b>4. Communication</b>	<p>Evidence of good written and verbal communication skills.</p> <p>High level of ICT skills.</p> <p>Ability to talk lucidly about whole school issues.</p> <p>Ability to sustain good relations with students, colleagues and parents/carers.</p>	
<b>5. Teaching</b>	<p>Ability to teach a specialist subject to an outstanding level.</p> <p>Demonstrates a clear understanding and confident use of a variety of teaching methods and learning strategies.</p> <p>Ability to keep clear records.</p> <p>Demonstrates enthusiasm about subject and ability to inspire and motivate students.</p> <p>High expectations around students' work and behaviour.</p> <p>A record of coaching or mentoring other teachers.</p> <p>A proven ability to design, monitor and evaluate classroom provision based on the identified learning needs of individual students.</p> <p>A commitment to playing a full part in the pastoral welfare of students.</p>	<p>Ability to teach two subjects to an outstanding level.</p>
<b>7. SEND</b>	<p>An appreciation that many individuals have special educational needs that must be recognised and catered for.</p> <p>Evidence of effective, supportive work with students having special needs.</p>	
<b>8. Extra-curricular</b>	<p>Commitment to extra-curricular activities including trips and activities.</p> <p>Commitment to the house system.</p> <p>Willingness to be involved in whole college initiatives.</p>	



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<b>9. Personal qualities</b>	<p>Visionary, positive and demonstrates enthusiasm and the ability to inspire and motivate students.</p> <p>Passion and the ambition to develop each child to his or her maximum potential and enable students to flourish by building their self-esteem.</p> <p>Hard working, resilient and effective, with the ability to manage own work load and meet deadlines.</p> <p>Have enthusiasm, eagerness and a good sense of humour.</p> <p>Ability to be flexible.</p> <p>Excellent punctuality and attendance.</p> <p>A good role model with high expectations of self and others.</p> <p>Capacity for, and interest in, further promotion.</p> <p>Personal values consistent with the ethos of a Church of England school.</p> <p>Willingness to support and contribute to the Christian ethos, work, aims and character of the school.</p> <p>An understanding of and commitment to equal opportunities and the ability to apply this to strategic work and day-to-day situations.</p> <p>Ability to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010</p> <p>Be prepared to work some non-standard hours as required.</p>	
<b>10. References</b>	Supportive references.	