

Person Specification

Assistant Principal

| | Essential | Desirable |
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| Qualifications, Knowledge and Skills | <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Evidence of ongoing, relevant CPD in EYFS/KS1 or leadership • Strong understanding of EYFS & KS1 statutory frameworks | <ul style="list-style-type: none"> • NPQSL, NPQH, NPQEYL or equivalent • Training in early literacy, phonics, SEND or early child development • Experience in Trust-wide or cross-school development |
| Experience, Knowledge & Understanding | <ul style="list-style-type: none"> • Outstanding practitioner in EYFS and/or KS1 • Successful experience leading a team, phase or subject area • Proven impact on improving T&L across a phase • Strong experience using assessment, data and moderation • Experience leading phonics, early reading or early maths • Evidence of coaching/mentoring colleagues • Strong EYFS & KS1 pedagogy and curriculum knowledge • Deep understanding of child development • Excellent knowledge of assessment and early identification of need • Understanding of inclusion, SEND provision and targeted intervention • Strong understanding of safeguarding and statutory guidance • Awareness of current research and national priorities | <ul style="list-style-type: none"> • Experience with whole-school leadership or SLT • Experience leading transition from EYFS to KS1 • Experience working across more than one school or setting • Understanding of Trust school improvement models • Knowledge of system-wide school improvement approaches |
| Skills & Abilities | <ul style="list-style-type: none"> • Ability to articulate and implement a clear vision for EYFS & KS1 • Proven ability to inspire and motivate staff • Ability to model outstanding practice and coach others • Skilled in managing change and driving improvement • Strong organisational and prioritisation skills • Confident data analysis skills • Strong communication and interpersonal skills • Clear evidence of securing strong | <ul style="list-style-type: none"> • Experience leading Trust-wide or cross-phase initiatives • Experience leading targeted intervention or SEND provision • Experience contributing to wider operational leadership |

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| | <p>progress and attainment</p> <ul style="list-style-type: none"> • Deep understanding of early learning behaviours, emotional development and wellbeing • Ability to ensure high expectations for all pupils • Ability to establish and maintain effective systems (planning, assessment, safeguarding, interventions) • Understanding of statutory compliance across EYFS & KS1 • Ability to manage resources and staffing effectively | |
| Personal Qualities & Attributes | <ul style="list-style-type: none"> • Positive, resilient and solution-focused • Professional integrity and high expectations • Reflective and committed to continuous improvement • Energetic, enthusiastic and child-centred • Adaptable and open to innovation | <ul style="list-style-type: none"> • Growth mindset and commitment to wider Trust engagement |
| Commitment To | <ul style="list-style-type: none"> • Engaging with research and evidence-based practice • Professional integrity and high expectations • Reflective and committed to continuous improvement • Energetic, enthusiastic and child-centred • Adaptable and open to innovation | <ul style="list-style-type: none"> • Participation in networks, research groups or external partnerships |
| Attendance | <ul style="list-style-type: none"> • A good attendance record in current employment, (not including absences due to disability). | |

****The postholder is required to ensure they have the appropriate business insurance to meet the requirements of the post.***