

# BRANSTON COMMUNITY ACADEMY



## PERSON SPECIFICATION: PRINCIPAL

CRITERIA	Essential	Desirable
<b>Qualifications</b>		
Degree	Y	
Teaching Qualification	Y	
Higher Qualification in education and/or management		Y
NPQH or willingness to work towards NPQH		Y
Participation in an accredited school leadership programme		Y
<b>Experience</b>		
Experience in at least two secondary schools		Y
Significant experience at senior level	Y	
Experience at Post 16		Y
<b>Shaping the future</b>		
Capacity to recognise and build on the successes of Branston Community Academy and formulate a vision for innovation and improvement and translate into actions	Y	
Comprehensive knowledge of how current and anticipated educational developments can assist in raising standards	Y	
Experience of leading and implementing continuous improvement	Y	
Being pivotal in a school to achieve improved Ofsted judgements or maintaining positive judgements		Y
<b>Student Achievement</b>		
Student-centred educational philosophy with a commitment to making a positive difference to every student	Y	
Ability to develop a teaching and learning culture which results in outstanding classroom practice	Y	
Successfully established high expectations and set challenging targets for students and staff	Y	
Demonstrates an inclusive approach to curricular planning which recognises the importance of providing an appropriate curriculum which meets the needs of all students	Y	
Committed to a high-quality enrichment and extra-curricular provision	Y	
In depth knowledge of how a rigorous whole school quality assurance process can be used to monitor student progress, challenge underperformance and identify the support required to bring about improvements	Y	
Able to secure high standards of behaviour, attendance and punctuality	Y	

<b>Developing self and working with others</b>	<b>Essential</b>	<b>Desirable</b>
At all times shows respect to others	Y	
Able to make decisions and delegate appropriately	Y	
Commitment to the encouragement, empowerment and training of staff	Y	
Experience of developing the professional competence and confidence of staff	Y	
Commitment to own self-development	Y	
Commitment to working collaboratively with other schools and stakeholders	Y	
Commitment to collaborative working with governors	Y	
Awareness of the importance of work-life balance for all staff	Y	
<b>Managing the Organisation</b>		
Capacity to build and manage high performance teams	Y	
Ability to use strong and effective management systems underpinned by clear communication	Y	
Ability to produce and implement appropriate improvement plans and policies	Y	
Secure in accessing, analysing and interpreting a range of data	Y	
Experience and understanding of financial management and curriculum-based budgeting	Y	
Awareness of the importance of complying with health and safety regulations	Y	
Ability to solve problems	Y	
<b>Strengthening community</b>		
Evidence of listening to and valuing the views of students, parents/carers, staff and governors and responding as appropriate to raise standards	Y	
Commitment to the continuation of developing strong links and partnerships with parents and the wider community	Y	
Evidence of working with outside agencies to secure improved outcomes for students	Y	
Experience of links with business		Y
<b>Securing accountability</b>		
Ability to delegate responsibility with accountability	Y	
Demonstrate the capacity to sustain the ongoing improvement of results across the school and for all groups particularly SEND, boys and disadvantaged students	Y	
Evidence of using performance management processes to secure improved outcomes for students	Y	
Evidence of effective working with governing bodies	Y	
Experience of demonstrating robust evidence of progress and improvement	Y	

<b>Personal qualities and attributes</b>	<b>Essential</b>	<b>Desirable</b>
Passionate about education with a clear commitment to inclusion and 'achievement' for all	Y	
Proactively engages with every student and recognises the importance of getting to know them as individuals	Y	
The ability to identify and establish the principles of an outstanding/exceptional school	Y	
A highly effective communicator	Y	
Firm and fair leadership style with interpersonal awareness and concern for impact	Y	
Ability to lead from the front and inspire others	Y	
Has a sense of humour, a calm manner and retains an optimistic approach	Y	
Resilience	Y	
<b>Safeguarding</b>		
Commitment to safeguarding and promoting the welfare of children and young people	Y	
Sound understanding of statutory safeguarding requirements	Y	