**Person Specification – Principal, Fulwood**

***The applicant will be required to safeguard and promote the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**(A**) **Source Qualifications & Training**

|  |  |  |
| --- | --- | --- |
|  | **Qualification requirements** | **Essential/ Desirable** |
| A | Qualified teacher status. | E |
| A | Degree. | E |
| A | NCSL Safer Recruitment Certificate | D |
| A.I | Evidence of appropriate professional development for the role of Principal within the last 5 years. | E |
| A.I | Evidence of ongoing leadership and management professional development within the last 5 years. | E |
| A | NPQH | D |

**[B] Successful Experience**

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
| A.I.R | At least five years recent/ relevant senior management experience. | E |
| A.I | Varied experience and understanding of teaching and learning across the secondary sector. | E |
| A.I | Teaching in more than one academy. | E |
| A.I R | Evidence of successfully leading academy improvement. | E |
| A.I.R | Evidence of the application of strategies to review, evaluate and improve teaching and learning. | E |
| A.I | Experience of monitoring staff performance. | E |
| A.I | Providing support and advice to the Governing Body to enable it to meet its responsibilities. | D |
| A.I.R | Responsibility for developing, monitoring and evaluating an aspect of academy provision or new initiative which has had appositive impact on standards. | E |
| A.I | Experience of effective budget/resource management and financial analysis. | D |
| A.I.T | Experience and understanding of data analysis. | E |
| A.I | Guiding, coaching, mentoring or training individuals or teams. | E |
| A.I R | Developing academy reputation and role in the community. | D |
| A.I R | Experience of raising achievement of staff and students. | E |
| A.I.R | Experience of implementing strategies which secure high  standards of teaching and learning. | E |
| A.I.R | Experience of implementing changes and improvements to the  curriculum. | E |
| A.I.R | Experience of leading and managing people. | E |
| A.I. | Experience of leading, motivating, supporting, challenging and  developing staff to secure improvement. | E |
| A.I | Effective quality management approaches including performance  management and staff development. | E |

**[C] Knowledge and understanding of**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| A.I | Curriculum development and pedagogy. | E |
| A.I | Up to date knowledge and understanding of current educational issues. | E |
| I | Strategies for academy improvement. | E |
| I.T | The use of comparative data and information about pupils’ prior attainment to establish benchmarks and set targets for improvement. | E |
| A.I | Strategies to: achieve effective teaching and learning; ensure good behaviour and discipline; raise standards of pupil attainment and achievement. | E |
| A.I | An understanding of strategic financial planning in relation to its contribution to academy improvement and pupil achievement. | E |
| A.I.T | Can effectively analyse academy data and identify appropriate actions which then form part of the academy improvement plan. | E |
| A.I.R | Commitment to ensuring inclusion and addressing diversity positively. | E |
| A.I | Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | E |

**[D] Professional Skills and Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| A.I | Be able to demonstrate an understanding, awareness and empathy for the needs of pupils at the Academy and how these can be met | E |
| A.I.R | An outstanding classroom practitioner, setting high expectations and standards of both achievement and behaviour - a role model for pupils and staff. | E |
| A.I | An effective communicator with an ability to consult and negotiate with a range of audiences to achieve specific objectives. | E |
| A.I.R | An excellent team player, with an ability to lead, motivate, enable and inspire others. | E |
| I | Excellent organisational skills / ‘can do’ approach with an ability to think innovatively, solve problems and seek advice. | E |
| I | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice. | E |
| I | A commitment to the professional development for all staff, and self. | E |
| I .T | Ability to prioritise, manage own time effectively, work under pressure. | E |
| A.I.R | Work effectively in partnership with staff, parents, carers, governors and outside agencies and successfully promote community links. | E |

**[E] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| A.I | A passion for achieving the very best outcomes for all children. | E |
| A.I | A clear vision for an innovative, progressive and forward-thinking Academy. | E |
| A.I.R | Proven management skills and appropriate leadership skills to support the strategic development and direction of the academy through self-evaluation. | E |
| I | The capacity to provide inspirational, enthusiastic and innovative educational leadership. | E |
| I.T | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. | E |
| I | Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job. | E |
| I | A commitment to maintaining a strong, positive ethos within the whole academy community and to engaging fully in the life of the academy. | E |
| I.T | Think analytically and creatively and demonstrate initiative in solving problems. | E |
| I | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others. | E |
| I | Manage and resolve conflict | E |
| I | Confident and quietly assertive when dealing with a wide range of stakeholders. | E |

**[F] Safeguarding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| I | Displays commitment to the protection and safeguarding of children and young people | E |
| T | The ability to form and maintain appropriate relationships and personal boundaries with young people. | E |
| I | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | E |

**[G] Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards for Headteachers 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Fulwood Academy.

**[H] Confidential References and Reports**

|  |  |
| --- | --- |
| Positive recommendation from all referees, including current employer | E |

**SOURCE**

**A Application form**

**I Interview**

**R Reference**

**T Test/ Pupil Panel**