**Northern Education Trust**

Post: Principal

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** |
| --- | --- | --- | --- |
| **No** | **Categories** | **Essential / Desirable** | **App Form** | **Interview / Task** |
| **QUALIFICATIONS** |
| 1. | Qualified Teacher Status | E | ✓ |  |
| 2. | Degree (or equivalent) | E | ✓ |  |
| 3. | Evidence of recent and relevant CPD to prepare for headship | E | ✓ |  |
| 4. | NPQH (or working towards)  | D | ✓ |  |
| 5. | Higher degree or post graduate curriculum or leadership qualification | D | ✓ |  |
| 6. | Be working towards or completed NCTL qualification e.g. LPSH; Consultant Leader | D | ✓ |  |
| **EXPERIENCE** |
| 7. | Substantial experience in secondary education | E | ✓ | ✓ |
| 8. | Recent substantial successful experience as a Head or senior leader in secondary education | E | ✓ | ✓ |
| 9. | Evidence of a range of different leadership and management roles and successful experience of working as part of a senior leadership team at a strategic level | E | ✓ | ✓ |
| 10. | Evidence of effective management and monitoring of financial resources | E | ✓ | ✓ |
| 11. | Evidence of the implementation of successful strategies used to raise pupil progression, achievement and attainment | E | ✓ | ✓ |
| 12. | Evidence of making a significant positive impact on the development and improvement of a school | E | ✓ | ✓ |
| 13. | Evidence of rigourously monitoring, evaluating and reviewing performance | E | ✓ | ✓ |
| 14. | Evidence of promoting effective relationships between staff, students, employers, Governors, parents, multi-agency partners and wider community | E | ✓ | ✓ |
| 15. | Evidence of understanding and application of data to establish benchmarks, set targets for improvement, track progress and evidence improved outcomes | E | ✓ | ✓ |
| 16. | Evidence of working at a national level with a range of stakeholders  | D | ✓ | ✓ |
| 17. | Experience of leadership in more than one school | D | ✓ | ✓ |
| **ABILITIES, SKILLS AND KNOWLEDGE** |
| 18. | A clear understanding of what constitutes good practice in delivering inclusive education | E | ✓ | ✓ |
| 19. | Up to date knowledge of curriculum and strategies to achieve outstanding learning, teaching, assessment and engagement of young people, including the use of new technologies | E | ✓ | ✓ |
| 20. | Up to date knowledge of local and national policies, priorities and statutory frameworks, particularly those relating to Academies | E | ✓ | ✓ |
| 21. | Understanding the role of the Principal of the Academy, Trust members and school governors | E | ✓ | ✓ |
| 22. | Evidence of knowledge and understanding of risk management | E | ✓ | ✓ |
| 23. | Evidence of knowledge and understanding of safeguarding issues | E | ✓ | ✓ |
| 24. | Understanding the need to foster a love of learning through sport, outdoor education, the arts and out of hours activities | E | ✓ | ✓ |
| 25. | Understanding and experience of the use of Performance Management to ensure accountability in a school | E | ✓ | ✓ |
| 26. | Excellent oral and written communication with a wide variety of audiences across professional and social boundaries  | E | ✓ | ✓ |
| 27. | High standards of integrity and a positive role model for pupils and staff | E | ✓ | ✓ |
| 28. | An ability to analyse and interpret information to make calm, informed decisions and exercise good judgement even when under pressure | E | ✓ | ✓ |
| 29. | An ability to influence key stakeholders, particularly families and the wider local community | E | ✓ | ✓ |
| 30. | An understanding of the value of a successful work life balance for self and others | E | ✓ | ✓ |
| 31. | A high level of interpersonal skills with the ability to empathise with different points of view and win respect | E | ✓ | ✓ |
| 32. | Leadership qualities to motivate and inspire others | E | ✓ | ✓ |
| 33. | Ability to command confidence and credibility | E | ✓ | ✓ |
| 34. | An ability to challenge and motivate others to create high performing team work and a forward thinking organisation committed to improvement where all members are valued | E | ✓ | ✓ |
| **PERSONAL QUALITIES** |
| 35. | A strong commitment to the Trust values and ethos | E | ✓ | ✓ |
| 36. | Persuasive and condident in a range of environments | E | ✓ | ✓ |
| 37. | Commitment to support the Trust’s agenda for safeguarding and equality and diversity | E | ✓ | ✓ |
| 38. | A flexible approach and a strong work ethic | E | ✓ | ✓ |
| 39. | Stamina, resilience, reliability and integrity | E | ✓ | ✓ |

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.