

HURSTMERE SCHOOL
PERSON SPECIFICATION FOR THE POST OF
VICE PRINCIPAL



CATEGORY	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS AND TRAINING			
Qualified to degree level and above	✓		A/C
Qualified to teach and work in the UK	✓		A/C
Evidence of recent and relevant CPD to prepare for the role	✓		A/I/R
Safeguarding qualification		✓	A/C
Current safer recruitment training		✓	A/C
KNOWLEDGE & SKILLS			
Current and relevant knowledge of best practice in school leadership and management	✓		A/I
Knowledge of national developments and priorities in education	✓		A/I
Knowledge of school performance measures and tracking systems	✓		A/I
Knowledge of curriculum requirements (statutory) and planning	✓		A/I
Knowledge of current learning and teaching quality performance measures	✓		A/I
Knowledge of the barriers to achievement and how to overcome them	✓		A/I
Knowledge of school pastoral and SEN support systems	✓		A/I
Knowledge of and a commitment to equality and diversity	✓		A/I
Knowledge of staff appraisal systems	✓		A/I
Ability to gather information, create systems and processes, rigorously monitor, review and analyse outcomes for diverse audiences	✓		A/I
School admissions processes		✓	A/I
Timetable and Curriculum Planning		✓	A/I
Ability to speak English with confidence and accuracy, using accurate sentence structure and vocabulary, without a great deal of hesitation.	✓		I
EXPERIENCE OF SCHOOL LEADERSHIP			
Substantial experience in secondary education and as an excellent classroom practitioner	✓		A/I/R
Evidence of having led, or significantly contributed to, the success of a school through its leadership vision/ethos, teaching and learning and results		✓	A/I
Evidence of having improved and sustained an effective behaviour policy		✓	A/I
Evidence of the implementation of successful strategies used to raise pupil progress, achievement and attainment	✓		A/I/R
Experience of developing high achieving teams within a school environment		✓	A/I
Experience of rigorous monitoring, evaluating and improving colleagues' performance	✓		I/R
Evidence of understanding and application of data to establish benchmarks, set outcomes for improvement, track progress and evidence improved outcomes		✓	A/I/R
LEADERSHIP BEHAVIOURS/QUALITIES			
Unwavering belief that every young person can succeed	✓		A/I
Absolute commitment to delivering an outstanding education for all students	✓		A/I

Ability to lead, coach and motivate staff within a performance management framework, delegating where appropriate, holding to account and delivering on objectives	✓		A/I
Ability to develop the leadership skills of others	✓		A/I
Welcomes accountability and takes personal responsibility for their own actions	✓		I
Resilience and motivation to lead the school through day to day challenges while maintaining a clear strategic vision and direction	✓		I
A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision	✓		A/I
Work in ways that promote equality of opportunity, participation and diversity	✓		A/I
Effective role model, team worker and leader with a contagious positive attitude that motivates and inspires others	✓		I
Strategic and reflective thinker, proactive and balanced problem-solving skills	✓		I/R
Ability to remain calm whilst under pressure, demonstrating a patient and resilient attitude	✓		A/I
Flexibility and adaptability to meet unexpected challenges	✓		A/I
Ability to use humour and empathy appropriately	✓		I
A skillful communicator with strong interpersonal skills, written and oral skills. Capable of inspiring and engaging all stakeholders	✓		A/I
Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty and leadership	✓		A/I
LEADING EXTERNAL RELATIONSHIPS			
Can skillfully manage and maintain effective working relationships with parents and other stakeholders	✓		A/I
SAFEGUARDING AND WELFARE			
Experience of overseeing robust safeguarding procedures		✓	A/I
Commitment to the safeguarding and welfare of all students and providing equality of opportunity	✓		A/I
A passion for social and emotional well-being and ensuring positive outcomes for all young people	✓		A/I
Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies	✓		A/I
Have experience of developing systems for sign posting students and their families to appropriate agencies and intervention	✓		A/I

A=Application
 I=Interview
 R=Reference
 C=Certificate

Hurstmere School is committed to maintaining a safe and secure environment for all students and a “culture of vigilance” to safeguard and protect all in its care. There are policies and procedures in place, including safer recruitment procedures. All staff and volunteers are expected to uphold this safeguarding commitment. Offers of employment are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and other employment checks.