

Person Specification

Vice Principal

	Essential	Desirable
Qualifications & training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree • Demonstrable commitment to continued professional and personal development 	<ul style="list-style-type: none"> • Working towards or achieved NPQH • Evidence of Post Graduate Study or Research
Experience	<ul style="list-style-type: none"> • Experience of significant whole school leadership in a secondary setting • Delivered leadership training and continuous professional development which has had a positive impact on school improvement • Had experience of project management to plan and implement change • Been successful in raising standards to diminish the differences in student attainment • Effectively led a team of senior/middle leaders and distributed responsibility, while holding them to account • Successfully managed a budget/resources in a large secondary school setting • Worked closely with parents to engage them in their children's learning 	<ul style="list-style-type: none"> • Been recognised as an outstanding teacher themselves • Been successful in developing and maintaining sustainable partnerships with students, parents and other stakeholders • Supported the successful personal learning and development of senior/middle leaders • Worked closely with a governing body so that the vision of the school/ Academy is embedded, school improvements are achieved and standards are raised • Worked with the wider community to maximise the opportunities they bring to the school • Worked with other senior leaders beyond their own school to improve quality across a range of schools
Knowledge & understanding	<ul style="list-style-type: none"> • How to create and embed an inspirational ethos and culture within a school • How to engage with a governing body so that school improvement is a priority and underpins their work in the school • What outstanding teaching and learning looks like and how this can be achieved in a large secondary school context • How to drive forward school/Academy improvement so priorities are addressed and gaps in attainment are closed for all learners including the most vulnerable 	<ul style="list-style-type: none"> • How to identify and grow future leaders • How to link with key stakeholders and the wider community – in a way that recognises its richness and diversity – and so that they contribute to the development of the school/ Academy and the school contributes to the development of the community

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	<ul style="list-style-type: none"> • Quality Assurance/Self Evaluation, personalisation and the Appraisal process • How effective management of performance leads to school improvements • How a school/Academy is held to account both locally and nationally • How to build effective working relationships and networks both within and outside the Academy/Trust • How to develop a culture of professional learning for all staff within the school so that all develop in role • How to engage parents so that they are able to contribute to their child's learning • How to create a positive climate for learning where students attend regularly, fully engage in their learning and make a broader contribution within and beyond the school/Academy • How the challenging education landscape – at national and local level – will have an impact on a school/Academy and how this can be managed • How to manage changes in key aspects of provision such as the curriculum so that these changes are managed successfully • How to use knowledge of child protection and safeguarding legislation to ensure that the Academy/Trust is able to keep students safe • How effective school policies are developed and implemented in practice • How to manage school finances effectively so they enable the best outcomes for all students • How to use student data and broader information to manage the progress of students across a range of subjects and courses • How to work with professional partners and primary schools to secure a 0 – 19 provision 	
Competencies	<ul style="list-style-type: none"> • Analytical and strategic thinking 	

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	<ul style="list-style-type: none"> • Conceptual thinking • Inspiring, influencing and impacting on others • Relating to others • Developing others • Working collaboratively with others • Holding others to account 	
Personal qualities and attributes	<ul style="list-style-type: none"> • Self-awareness • Resilience and emotional maturity • Commitment to modeling exemplary classroom practice • Commitment to developing others to achieve success • Integrity • Personal Drive • Moral purpose 	
Personal attributes	<ul style="list-style-type: none"> • Caring, compassionate, challenging, consistent and credible • Adaptable, creative and solution seeking • Inspirational • Sets high standards of themselves • Values and respects cultural diversity 	
Other requirements	<ul style="list-style-type: none"> • Satisfactory enhanced disclosure and barring service with lists check 	