

## Person Specification – Vice Principal

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Graduate, QTS</li> <li>• DFE Track record of professional development and updating knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree, professional qualification</li> <li>• NPQH qualification or Participation</li> </ul>
<b>Relevant experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of effecting improvement in varying settings and contexts</li> <li>• Successful leadership experience with evidence of impact on standards</li> <li>• Successful team leadership experience</li> <li>• Practical experience of successfully promoting equality of opportunity</li> <li>• Senior Leadership experience in relation to the development of teaching, learning and achievement:</li> <li>• Senior Management experience in relation to pastoral care</li> <li>• Delivery of major INSET</li> <li>• Successful experience of leading and managing staff and resources and developing education strategies in a school in the context of change</li> <li>• Successful leadership in a school or similar related education setting</li> <li>• Effective partnership working with other agencies, for example, local authority, OFSTED, Further and Community Education Services, Business, Partner Schools.</li> <li>• Successful experience in introducing or implementing major innovations in a school</li> <li>• Ability to exercise effective staff management, and to lead and motivate others</li> <li>• Ability to generate effective working relationships at all levels</li> <li>• The potential to develop education programmes to meet individual learning needs</li> <li>• Experience of effective quality assurance approaches including staff performance management and staff development</li> <li>• Successful experience of managing human resources / staffing issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in action research</li> <li>• Management and use of financial resources in relation to a similar post</li> <li>• Experience of working with governors</li> <li>• Experience in working in multiple school settings</li> </ul>

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments</li> <li>• Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools</li> <li>• Knowledge of the regulations around safeguarding and how to address any issues that might arise</li> <li>• Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Be able to demonstrate emotional resilience in working with children, colleagues and parents</li> </ul>	
<b>Skills and aptitudes</b>	<ul style="list-style-type: none"> <li>• Outstanding leadership and management skills, inspiring confidence in staff and students so they can succeed and achieve their personal best</li> <li>• Outstanding teaching of students with a range of abilities</li> <li>• Substantial knowledge and understanding the strategies most likely to maximise the levels of educational achievements by all learners at the academy</li> <li>• Substantial knowledge of recent developments in teaching &amp; learning.</li> <li>• Excellent communication and presentation skills, both written and oral</li> <li>• Extensive knowledge of the applications and potential of ICT; High level of ICT skills as both a curricular and administrative tool</li> <li>• Practical understanding of the legislation relating to Health &amp; Safety in respects of schools as employers and as educators of young people.</li> <li>• Knowledge of current educational developments and legislative changes</li> <li>• Awareness of recent curriculum developments and the monitoring and evaluation of learning, teaching and curriculum</li> </ul>	

	<ul style="list-style-type: none"> <li>• Knowledge of the principles of assessment and effective record keeping and their use to promote the education, personal development and progression of students</li> <li>• Understanding of the nature and needs of students and communities in urban areas</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Compliance with all School and Trust policies</li> <li>• Safeguarding and promoting the welfare and success of all students and young people.</li> <li>• The implementation of equal opportunities practice.</li> <li>• Promoting the stated aims and policies</li> <li>• Enhanced DBS clearance</li> </ul>	