

Person Specification

Vice Principal

Area	Criteria	Method of Assessment
Qualifications	<p>Essential:</p> <ul style="list-style-type: none"> UK Qualified Teacher status (QTS). Degree level or equivalent. Evidence of professional development at leadership level. Enhanced DBS. A track record of a good or better teaching with proven outcomes. <p>Desirable:</p> <ul style="list-style-type: none"> NPQ qualification. DSL level 3 training . Safer recruitment training. Educational Visit Coordinator training. 	<p>Application form</p> <p>Certificates</p>
Experience	<p>Essential:</p> <ul style="list-style-type: none"> Experience of teaching in a range of settings. Experience of teaching more than one Key Stage. Effective involvement with parents. Adept at public speaking. Demonstrate whole school impact in terms of teaching and learning. Experience at working with external agencies. Prior experience of leading a team and conducting staff appraisals. Subject leadership of a core curriculum subject. Previous experience as an Assistant Headteacher/Assistant Principal or similar level. Experience of observing and monitoring the quality of teaching and learning, giving insightful and constructive feedback to other members of staff. Experience of leading/supporting pupil progress and attainment meetings. <p>Desirable:</p> <ul style="list-style-type: none"> SIAMS leadership experience. SEND leadership experience – either as a SENCO or in a specialist provision. Experience of an OFSTED inspection. Experience of working with governing bodies – as a governor or leader. Leadership of offsite visits including leading residential trips. Prior leadership experience of Pupil Premium. 	<p>Application form</p> <p>Interview</p> <p>References</p> <p>Task</p>

Professional knowledge and understanding	<p>Essential:</p> <ul style="list-style-type: none"> • Know what constitutes quality and high standards in learning and teaching. • Know and use a range of strategies for engaging all learners and meeting individual needs. • Understand how to use assessment and data to improve pupil outcomes across the school. • An understanding of attendance processes, policies, and procedures. • Understand the appraisal cycle and be able to coach staff, setting aspirational and developmental targets. • Understanding of the role of a subject leader. • Knowledge of designing and developing assessment and tracking systems. <p>Desirable:</p> <ul style="list-style-type: none"> • An understanding of school budgets and finance. • An understanding of the role of governors. 	<p>Application form References Interview Task Teaching observation</p>
Skills and abilities	<p>Essential:</p> <ul style="list-style-type: none"> • Create a happy, challenging and effective learning environment. • Forge positive and professional relationships with all stakeholders. • Model the school vision and help others to grow and develop. • Show care, compassion, understanding and empathy for others, whilst maintaining high expectations. • Demonstrate high expectations for behaviour and learning. • Model the teachers' standards and aspire to demonstrate the headteachers' standards. • Ability to follow and create procedures and policies. • Strong behaviour management skills. • Effectively hold staff to account. • Motivate, inspire and nurture all stakeholders. • Ability to communicate effectively with pupils, staff, colleagues and parents. • Able to create inspiring and creative learning experiences. <p>Desirable:</p> <ul style="list-style-type: none"> • Show competence in using ICT. • Able to offer support for extra-curricular activities. 	<p>Application form Interview Pupil Panel References Task Teaching observation</p>



Personal qualities	<p>Essential:</p> <ul style="list-style-type: none">• Commitment to promoting and safeguarding the welfare of pupils at the school.• Show a passion for teaching and learning.• Show great resilience.• Possess determination, dedication and drive.• Be adaptable and flexible.• Solution focussed.• Sense of humour!• Excellent attendance and punctuality.• Be proactive in personal professional development.• Commitment to achieving and sustaining high standards.• Model the Going for Gold values, attitudes and behaviour. <p>Desirable:</p> <ul style="list-style-type: none">• Show a desire for career progression within the next three years.• Have a commitment to collaboration and co-operative working with other schools and partnerships.	<p>Application form</p> <p>Interview</p> <p>Pupil Panel</p> <p>References</p> <p>Task</p>
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