**Person Specification - Assistant Principal**

***The applicant will be required to safeguard and promote the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**[A] Qualifications & Training**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable**  |
|  A | Graduate teacher status. | E |
| A | NCSL Safer Recruitment Certificate. | D |
| A.I | Evidence of appropriate professional development for the role of Assistant Principal within the last 5 years. | E |
| A.I | Evidence of ongoing leadership and management professional development within the last 5 years. | E |

**[B] Successful experience**

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
| A.I.R | At least three years recent/relevant management experience. | E |
| A.I | Varied experience and understanding of teaching and learning across the secondary sector. | E |
| A.I | Teaching in more than one Academy. | D |
| A.I.R | Lead, manage and co-ordinate staff through an effective team-based approach. | E |
| A.I | Experience of monitoring and improving the quality of teaching and learning through rigorous quality assurance procedures. | E |
|  A.I. | Proven experience in the analysis of performance data for the purposes of target setting, monitoring and evaluation. | D |
| A.I | Guiding, coaching, mentoring or training individuals or teams. | E |
|  A.I.R | Experience of strategic planning. | E |
|  A.I.R | Proven ability to lead, manage and motivate teams effectively.  | E |
| A.I.R | Demonstrable ability to work effectively in a range of partnerships to achieve academy improvements. | E |
| A.I.R | Proven successful experience of leading whole school initiatives aimed at raising standards.  | E |
|  A.I.R | Experience of implementing changes and improvements. | E |
| A.I.R | Proven commitment to excellent and respectful behaviour from the whole academy community.  | E |
| A.I | Experience of leading, motivating, supporting, challenging, and developing staff to secure improvement. | E |
| A.I | Proven experience of developing good working relationships with stakeholders. | E |

**[C] Knowledge and Understanding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  A.I | A knowledge of the new professional teaching standards. | E |
| A.I | Up to date knowledge in subject, national policy, pedagogy, classroom management and strategies. | E |
| A.I | Knowledge of developments in pastoral support, and the ability to use these to improve student progress.  | E |
| A.I | Strategies to: achieve effective teaching and learning; ensure good behaviour and discipline; raise standards of pupil attainment and achievement. | E |
| A.I | An understanding of the importance of, and the desire to engage with and inspire all young people whatever their challenges.  |  |
| A.I.R | Commitment to ensuring inclusion and addressing diversity positively.  | E |
|  A.I | Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | E |

**[D] Professional Skills and Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| A.I | Be able to demonstrate an understanding, awareness and empathy for the needs of pupils at the Academy and how these can be met. | E |
| A.I.R | An outstanding classroom practitioner, setting high expectations and standards of both achievement and behaviour - a role model for pupils and staff. | E |
| A.I | An effective communicator with an ability to consult and negotiate with a range of audiences to achieve specific objectives. | E |
| A.I.R | An excellent team player, with an ability to lead, motivate, enable and inspire others. | E |
| I | A commitment to collaborative and consultative working.  |  |
| A.I.R | Capability to design and implement an innovative pastoral support programme which is driven by the needs of the students. | E |
| I | Excellent organisational skills/ ‘can do’ approach with an ability to think innovatively, solve problems and seek advice. | E |
|  I | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice. | E |
| I | A commitment to the professional development for all staff, and self. | E |
| I  | Ability to prioritise, manage own time effectively, work under pressure. | E |
| I | An innovative and collegiate leadership style with the ability to motivate staff and to develop high standards in the school.  | E |
| A.I.R | Work effectively in partnership with staff, parents, carers, and outside agencies and successfully promote community links. | E |
| A.I.R | Ability to monitor and evaluate the work of others; to offer support and intervention where necessary.  | E |
| A.I.R | Proven ability to manage change and to establish and maintain good working relationships with staff, students and parents/ carers. | E |

**[E] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| A.I | Commitment to raising standards and aspirations to ensure high levels of achievement and progress. | E |
| A.I.R | Ability to work on own initiative and be pro-active.  | E |
| A.I.R | Proven management skills and appropriate leadership skills to support the strategic development and direction of the Academy through self-evaluation. | E |
| A.I.R | Excellent communication skills in a variety of contexts. | E |
| A.I.R | Empathetic, enthusiastic, organised, patient, resourceful and resilient. | E |
| I | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. | E |
| I | Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job. | E |
| I | A commitment to maintaining a strong, positive ethos within the whole Academy community and to engaging fully in the life of the Academy. | E |
| I | Think creatively and demonstrate initiative in solving problems. | E |
| I | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others. | E |
| I | Work in ways that promote equality of opportunity, participation, diversity and responsibility. | E |
| I | Confident and quietly assertive when dealing with a wide range of stakeholders. | E |
| I.R | Strong emotional intelligence that is attuned to supporting students, parents/carers and staff. | E |

**[F] Safeguarding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
| I | Displays commitment to the protection and safeguarding of children and young people. | E |
| I | The ability to form and maintain appropriate relationships and personal boundaries with young people. | E |
| I | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people. | E |

**[G] Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards for Headteachers 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Fulwood Academy.

**[H] Confidential References and Reports**

Each candidate will be expected to present a positive recommendation from all referees, including current employer.

**KEY**

**A Application form**

**I Interview**

**R Reference**