

Person Specification
Principal - Chatham Grammar School for Girls

Please note it is not essential for candidates to have **all** the experience, skills and qualifications listed in this person specification, this should not prevent prospective candidates from applying for the post. However candidates will be able to demonstrate their abilities against the PS through the application, assessment, and interview and reference process.

Key Area	Experience, Skills, Qualifications
Shaping the Future	<ul style="list-style-type: none"> • Able to build a coherent vision of excellence for the Academy and Trust and has the ability to work steadily towards this goal. • Proven experience of raising standards of achievement. • An inspirational leader, able to motivate and empower all staff and students. • Able to make difficult decisions and follow them through. • A determination to raise standards and ability to do so effectively. • Excellent oral and written communication skills and excellent listening skills. • Has experience of strategy formation and implementation in an appropriate academy or trust or other setting. • Experience of systems leadership.
Leading Teaching and Learning	<ul style="list-style-type: none"> • Experience of establishing and developing a range of pedagogical practices to enhance and accelerate learning across the curriculum. • Recent senior leadership experience. • Has an extensive understanding of current and future secondary curriculum developments from 11-18. • Has in-depth knowledge of excellence in secondary (from 11-18) teaching practice, including appropriate teaching and learning styles. • Substantial experience of monitoring and evaluation, target setting, academy improvement planning and curriculum leadership. • Can make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside of the Academy. • Understands academy self-evaluation and its link with academy improvement and OFSTED inspection processes. • Able to lead, manage and develop a culture of high expectations and appropriate challenge led by personal example. • Able to design and deliver a broad and balanced curriculum, which includes innovative approaches to enrich the scientific, arts, cultural and sporting, literacy and numeracy experiences of all students. • Is committed to personalised learning approaches, in order to ensure success for every young person.

	<ul style="list-style-type: none"> • Has experience of monitoring practice to ensure that devolved responsibilities are being carried out in order to improve the quality of teaching and learning.
Developing Self and Working with Others	<ul style="list-style-type: none"> • Essential-qualified teacher status. • Able to demonstrate evidence of own continuing professional development through post graduate qualification and or membership of professional bodies and is committed to learning, listening and reflecting. • Able to demonstrate emotional intelligence in dealing with people and situations. • Treats people fairly, equitably and with dignity to create and maintain a positive culture. • Able to promote team and individual working as appropriate to fulfil Trust and Academy objectives. • Able to establish trust and excellent working relationships with others, can deal sensitively with people and resolve conflicts and can demonstrate balanced and fair judgement. • Experience of developing individuals and teams in order to achieve personal and shared goals in the drive for academy improvement. • Able to balance work and personal life and is considerate of the well-being of others.
Leading and Managing the Academy	<ul style="list-style-type: none"> • Able to plan strategically and operationally, allocate resources effectively and evaluate impact. • Able to demonstrate mental agility in order to shift between competing demands and change focus when required. • Experience of working on and reviewing the performance of staff through rigorous appraisal and performance management systems. • Lead and manage human resources effectively and efficiently, demonstrating emotional intelligence, and through motivating and empowering others. • Create and promote a positive and inclusive ethos. • Able to identify successes and failures, and positively embrace change to secure continuous improvement. • Prepared to provide challenge to established ways of working in order to move the Academy and Trust forward. • Has experience of leading or participating in the implementation of national/local initiatives. • Experience of securing external funding for projects. • Able to demonstrate commercial acumen and understands the principles of best value.
Securing Accountability	<ul style="list-style-type: none"> • Ability to undertake robust academy self-evaluation and use the outcomes to improve young people's achievements. • Experience of establishing clear policies and practice throughout a school/academy or trust and implementing procedures to monitor and evaluate their impact. • Experience of presenting (written or verbal or both) a clear account of a school/academy's performance for Governors. • Ability to use a range of evidence including performance data and external evaluations to improve aspects of an academy or area of responsibility.

	<ul style="list-style-type: none"> • Ability to prepare and lead through a successful Ofsted. • Understands the need to maintain a safe and healthy environment for all. • Understands the Principal's responsibilities for advocating and promoting: safeguarding, wellbeing and equalities agendas across the Academy and wider Trust.
Community and Partnership	<ul style="list-style-type: none"> • Experience of working collaboratively outside of own school/academy. • Ability to engage in a partnership with parents and carers, to enhance young people's enjoyment, well-being, achievement and personal development. • Experience of networking and collaboration with partners, including other schools/trusts, the LA, businesses and community organisations.