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| **ASSISTANT PRINCIPAL: Student Development**  **PERSON SPECIFICATION CRITERIA** | | | | | | | |
| **Qualifications** | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | Qualified teacher status for England (or equivalent) | A | R |  |  |  |  |
| 2 | Relevant degree (or equivalent) | A | R |  |  |  |  |
| 3 | Recent, relevant professional learning and development | A | R |  |  |  |  |
| 4 | Completion of, or working towards, additional professional qualifications |  |  |  | A | R |  |
| 5 | Willingness to be the academy’s Designated Safeguarding Lead | A |  | I |  |  |  |
| **Professional knowledge, skills and abilities** | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | Evidence of high expectations which inspire, motivate and challenge every student | A | R | I |  |  |  |
| 2 | Evidence of track record of results that exceed expectations | A | R | I |  |  |  |
| 3 | Demonstration of in-depth subject and curriculum knowledge | A | R | I |  |  |  |
| 4 | Consistently plan and deliver well-structured lessons that enable all learners to make exceptional progress | A | R | I |  |  |  |
| 5 | Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning, being a visible presence around the academy | A | R | I |  |  |  |
| 6 | Ability to manage and safeguard students’ well-being, in accordance with statutory provisions and policies |  | R | I |  |  |  |
| 7 | Successful involvement in self-evaluation processes and data analysis as an aid in personal and school improvement, development and change | A | R |  |  |  |  |
| 8 | Good financial management skills |  |  |  | A | R |  |
| 9 | Ability to lead, motivate and develop staff and students to work independently and in teams towards a common goal | A | R | I |  |  |  |
| 10 | Active involvement in the development and improvement of student development and support at whole academy level | A | R | I |  |  |  |
| 11 | Awareness and understanding of the wider educational context and national accountability frameworks | A | R | I |  |  |  |
| 12 | Knowledge of/involvement in educational research on teaching and learning and pastoral care |  |  |  | A | R | I |
| 13 | Consistently good and outstanding teacher | A | R | I |  |  |  |
| 14 | Confident in use of ICT to support learning | A | R | I |  |  |  |

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| **Experience** | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | Successful working relationships with students, staff, parents/carers, Governing Body and the wider community | A | R | I |  |  |  |
| 2 | Experience of school improvement planning | A |  | I |  |  |  |
| 3 | Experience of monitoring classroom performance across academy | A |  | I |  |  |  |
| 4 | Significant, substantial and successful experience at middle or senior leadership level in pastoral work, including work with external agencies, parents and individual students | A | R | I |  |  |  |
| 5 | Track record of successful leadership which has improved, at strategic level, the quality of classroom practice and teachers’ performance and thereby the provision for and outcome of students | A | R | I |  |  |  |
| 6 | Successful experience in leading and managing change and innovation |  |  |  | A | R | I |
| **Professional Attributes, Qualities and Values** | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 1 | An inspirational strategic leader, passionate about teaching and learning, pastoral care and student development | A | R | I |  |  |  |
| 2 | Track record of making a positive contribution to the wider life of the academy and community | A | R |  |  |  |  |
| 3 | Developed effective professional relationships with all |  | R | I |  |  |  |
| 4 | Ability to reflect critically, and respond to, performance and feedback | A | R | I |  |  |  |
| 5 | Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour | A | R | I |  |  |  |
| 6 | Ability to articulate, communicate and support the Christian ethos and values of Abbey Grange C of E Academy |  |  | I |  |  |  |
| 7 | Enabling the highest levels of student achievement through translating vision, ethos and values into practice |  |  | I |  |  |  |
| 8 | Enthusiasm to take the academy forward through a process of change, development and ongoing improvement |  |  | I |  |  |  |
| 9 | Commitment to leadership by example | A |  | I |  |  |  |
| 10 | Excellent interpersonal, written and oral communication skills |  |  | I |  |  |  |
| 11 | High level of emotional intelligence and self-awareness |  | R | I |  |  |  |
| 12 | Resourceful and creative |  | R | I |  |  |  |
| 13 | Excellent time manager |  | R | I |  |  |  |
| 14 | Personal resilience |  | R | I |  |  |  |

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| **Professional Attributes, Qualities and Values continued** | | **ESSENTIAL** | | | **DESIRABLE** | | |
| 15 | Inspire, challenge, motivate staff and pupils towards a shared vision |  | R | I |  |  |  |
| 16 | Foster an open, fair and equitable culture, managing conflict where necessary |  | R | I |  |  |  |
| 17 | Prioritise, plan and organise self and others across the wide range of responsibilities |  | R | I |  |  |  |
| 18 | Think creatively in order to anticipate and problem solve |  | R | I |  |  |  |
| 19 | Support for the Christian ethos of the academy | A |  | I |  |  |  |
| 20 | A willingness to play a full part in academy life and activities outside the classroom | A |  | I |  |  |  |

**The criteria will be evidenced as indicated below:**

‘A’ refers to the candidate’s Application form and covering letter

‘I’ to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.