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| **Ivybridge Community College**  **Associate Leaders**  (Leadership Pay Spine Point 7 – 11)  **A = Application Form / Teaching File (internal)**  **C = Certificates**  **I = Interview**  **R = Reference / Supplementary Evidence** | | | |
| 1. **Qualifications** | | | |
|  | **Essential** | **Desirable** | **Source** |
| Qualified Teacher Status | E |  | A,C |
| Degree | E |  | A,C |
| NPQH |  |  |  |
| Postgraduate Qualifications (Masters,PhD) |  |  |  |
| 1. **Professional Development** | | | |
| Evidence of appropriate professional development for the role of Associate Leader. | E |  | A,I,R |
| Evidence of recent middle leadership and management professional development. | E |  | A,I,R |
| Has successfully undertaken appropriate statutory Child Protection Training (Level 2). | E |  | A,C |
| Has successfully undertaken Child Protection Training at Level 3 (Designated Safeguarding Lead). |  | D | A,C |
| To be an aspiring secondary school leader. | E |  | A,R |
| 1. **College Leadership and Management Experience** | | | |
| To have substantial and current middle leadership experience as in a secondary school. | E |  | A,I |
| To have had active and effective leadership of a team/department/key stage/curriculum area. | E |  | A,I |
| To be able to demonstrate successful/effective leadership in school in a similar community/facing similar challenges. | E |  | A,I,R |
| To have taken an active involvement in school self-evaluation and development planning. | E |  | A,I,R |
| To have implemented and developed a whole school initiative. |  | D |  |
| To have had responsibility for policy development and implementation. |  | D |  |
| To have had experience of and the ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, CPD for staff). | D |  | A,I,R |
| To have experience of working of financial planning and budget management. |  | D | A,I |
| To have experience of working within a wider network. |  | D | A |
| 1. **Experience and knowledge of teaching** | | | |
| Experience of teaching in more than one secondary school. |  | D | A |
| Experience of teaching in a school in similar circumstances/serving a similar community. |  | D | A,I |
| Significant teaching experience within the secondary phase. | E |  | A |
| To have a knowledge and understanding of both key stage in the secondary phase. | E |  | A,I |
| To be able to effectively use data, assessment and target setting to raise standards and address weaknesses. | E |  | A,I |
| To be able to exemplify how the needs of all pupils | E |  | A,I |
| Have been met through high quality teaching. | E |  | A,I |
| To have experience/training in CPOMs | E |  | A,I |
| 1. **Professional Attributes** | | | |
| To be able to demonstrate an understanding, awareness and empathy for the needs of the students at their school and how these could be met. | E |  | I |
| To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies. | E |  | A,I |
| To have excellent written and oral communication skills (which will be assessed at all stages of the process). | E |  | A,I |
| To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice. | E |  | A,I |
| Show a good commitment to sustained attendance at work. | E |  | R |
| 1. **Professional Skills** | | | |
| ***Applicants must be able to demonstrate that they meet the Teachers’ Standards (England) which are set out in the current School Teachers’ Pay and Conditions document. The Assistant Principal must be exemplary and able to:*** | | | |
| Set high expectations which inspire, motivate and challenge students. | E |  | A,I,R |
| Excellent understanding of SEND policies and procedures. | E |  | A,I,R |
| Promote good progress and outcomes by students. | E |  | A,I,R |
| Demonstrate good subject and curriculum knowledge. | E |  | A,I,R |
| Plan and teach well-structured lessons. | E |  | A,I,R |
| Adapt teaching to respond to the strengths and needs of all students. | E |  | A,I,R |
| Have an astute understanding of data. | E |  | A,I,R |
| To be able to translate data so it is understood by all. | E |  | A,I,R |
| Make accurate and productive use of assessment. | E |  | A,I,R |
| Manage behaviour effectively. | E |  | A,I,R |
| Fulfil wider professional responsibilities. | E |  | A,I,R |
| 1. **Personal Qualities** | | | |
| Continue to promote the College’s strong educational philosophy and values. | E |  | A,I |
| Inspire, challenge, motivate and empower teams and individuals to achieve their goals. | E |  | A,I |
| Inspire trust in the school community. | E |  | I |
| Community clearly and effectively both orally and in written English. | E |  | A,I |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. | E |  | A,I |
| Build and maintain quality relationships through interpersonal skills and effective communication. | E |  | A,I |
| Demonstrate personal and professional integrity, including modelling values and vision. | E |  | A,I,R |
| Manage and resolve conflict. | E |  | A,I,R |
| Prioritise, plan and organise yourself and others. | E |  | A,I |
| Think analytically and creatively and demonstrate initiative in solving problems. | E |  | A,I |
| Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others. | E |  | A,I |
| Demonstrate a capacity for sustained hard work with energy and vigour. | E |  | I |
| 1. **Confidential references and reports** | | | |
| A positive recommendation from all referees, including current employer. | E |  | R |
| A supportive reference or evidence from current practice;   * Visit to their current school / shadow their work * Professional Appraisal Documentation * Professional Leadership Portfolio * Any other relevant sources | E |  | R |
| 1. **Application form and supporting statement** | | | |
| ***The form must be fully completed and legible with no gaps in history of employment (any gaps in service should be accounted for). The supporting statement should be clear, concise and related to the specific job description.*** | | | |