**ASSISTANT PRINCIPAL – PERFORMANCE**

**PERSON SPECIFICATION**

**Training and Qualifications:**

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|  | **Essential** | **Desirable** |
| A good Honours Degree | **√** |  |
| Qualified Teacher Status (QTS) | **√** |  |
| Higher Degree |  | **√** |
| Participation in a range of in-service courses | **√** |  |

**Experience:**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Substantial middle management experience in a secondary school with strong evidence of success and impact | **√** |  |
| Experience and leadership of whole school initiatives | **√** |  |
| A track record of raising student attainment | **√** |  |

**Knowledge:**

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|  | **Essential** | **Desirable** |
| Strategic planning processes | **√** |  |
| Managing change and innovation | **√** |  |
| How to deliver high quality teaching and learning | **√** |  |
| How to ensure inclusion and access | **√** |  |
| How to manage performance and CPD to deliver sustained school improvement | **√** |  |
| How to work in partnership | **√** |  |
| Principles and practice of safeguarding and equal opportunities | **√** |  |
| How to use data to improve schools | **√** |  |
| Understanding of national context and implications for schools | **√** |  |

**Personal Skills and Attributes:**

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|  | **Essential** | **Desirable** |
| The ability to act as an effective role model | **√** |  |
| The ability to inspire, challenge and motivate others | **√** |  |
| The capacity to build and maintain strong and effective relationships with all in the school community | **√** |  |
| Professional and personal integrity | **√** |  |
| Well-developed communication skills | **√** |  |
| Resilience, optimism and a passion for education | **√** |  |
| Confident user of a wide range of ICT applications |  | **√** |
| Can demonstrate impact and presence | **√** |  |
| Can manage conflict |  | **√** |
| Can think creatively and solve problems | **√** |  |
| A consistently excellent teacher | **√** |  |
| Excellent organisational and time management skills | **√** |  |