

Person Specification

Vice Principal – Achievement and Outcomes

You should be able to demonstrate that you meet the following criteria:

E = Essential
D = Desirable

Measured by:

A. Application Form

B. Test / Exercise

C. Interview

D. References

Qualifications

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| E | • Degree in relevant subject | A |
| E | • PGCE or equivalent | A |
| E | • QTS – the post is not suitable for NQT candidates | A |

Experience/Knowledge

| | | |
|----------|---|--------------|
| E | • Successful track record and significant previous experience as an Assistant Principal or Vice Principal | A D |
| E | • Experience in accelerating the progress of groups of/individual students | A C |
| E | • Acute understanding of progress 8 | A C |
| E | • Recent successful experience of shaping and delivering an initiative and evaluating its impact | A C |
| E | • Experience of analysing data to improve pupil progress | A B D |
| E | • Experience of accelerating the progress of students through highly effective intervention | A B D |
| E | • Experience of effective line management of colleagues | A D |
| E | • Experience of leading other colleagues | A C D |
| E | • Successful contributions to team work | A B C |
| E | • In-depth knowledge and understanding of national educational development and priorities to include the 11-19 curriculum, assessment and reporting | A C D |
| | • Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | |
| | • Knowledge, understanding and commitment to safeguarding and promoting the welfare of students | |

Skills, Attributes and Abilities

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| E | • Have led a team/organisation through a period of significant change | A C |
| E | • An effective classroom practitioner | A B |
| E | • Good all round ICT skills, including the ability to analyse and make effective use of achievement data using a range of data sources relevant to the 11 – 19 age range | B D |
| E | • Ability to deliver concise and evidence-based reports (both written and verbal) to a range of colleagues and stakeholders. | A C D |
| E | • Be resilient, tenacious, reliable, flexible, and in good health | A C D |
| E | • Able to manage multiple projects and priorities to challenging deadlines | A C D |
| E | • Good working knowledge of assessment for learning approaches and their classroom application | A C D |
| E | • Possess strong interpersonal skills and be able to work effectively as part of a team | C D |
| E | • To promote equality, diversity and inclusion and demonstrate this within the role. | A C |
| E | • To be jointly responsible for promoting and safeguarding the welfare of students | A C |
| E | • Ability to form and maintain appropriate relationships and personal boundaries with students | A C |

General

| | | |
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| E | • Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and ability | A C |
| E | • Committed to raising standards of achievement through high quality classroom practice | A C |

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| E | • Committed to the principles of the Academy programme | A C |
| E | • Possess personal integrity, warmth and a willingness to grow and learn | A C |
| E | • Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development | A C |
| E | • Enhanced DBS Disclosure | C |