



# Leadership Roles

## Recruitment Pack

### October 2017



# Fullhurst Community College Leadership Roles

## Help shape our future

We are seeking a Principal, Head of School and Deputy Principal to lead our highly successful college in a tremendously exciting chapter of our history.

The college in 2016 was the highest performing school in Leicester and in the top 7% of schools nationally. In 2017, again we celebrated record outcomes and are seeking to sustain high academic performance as we work with the Leicester City Council in expanding the school from 1000 to 1500 over the next 5 years. It is for this reason that a range of leadership roles have arisen at the College.

## The positions advertised are:

- **Principal (L33-39)**  
*Further information on page 3-8*
- **Head of School (L25-29)**  
*Further information on page 10-14*
- **Deputy Principal (L20-24)**  
*Further information on page 15-19*

As a college, we passionately believe in transforming the lives of young people from one of the most deprived communities in the UK. With over 50% of our students from disadvantaged backgrounds, we know that our success is genuinely doing this.

The day-to-day challenge of leading Fullhurst cannot be underestimated. Fullhurst needs highly performing leaders who can command the respect of our diverse community, inspire our talented leaders, teachers and support staff, and work enterprisingly within a complex business environment.

In return we will give you every professional opportunity and support to succeed.

Further details of each role, including an application form, are available from our website [www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk) or by emailing [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

A letter (maximum 2 sides of A4) detailing why you are a suitable candidate, for the position you are applying for, should accompany your completed application form.

## Dates:

Position	Deadline for Applications	Interview	Start Date
Principal	Wednesday 18 <sup>th</sup> October 9.00am	Monday 23 <sup>rd</sup> October	September 2018
Head of School	Friday 20 <sup>th</sup> October 9.00am	TBC	September 2018 or sooner
Deputy Principal	Monday 23 <sup>rd</sup> October 9.00am	TBC	January 2018

Fullhurst Community College is committed to safeguarding and promoting the welfare of all children and young people. Please note that an Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.



Dear Applicant

It is a privilege to introduce myself as the Chair of Governors of Fullhurst Community College and to thank you for expressing an interest in working at our school.

To be part of Fullhurst Community College is to transform lives. We are proud to serve a diverse community of over 1000 students, aged 11-16 years, on our large site in south west Leicester and are oversubscribed each year. As the first school in Leicester to be rebuilt under the 'Building Schools for the Future' programme, Fullhurst provides an exceptional environment in which to learn and work.

These roles have come about due to the expansion of Fullhurst, something which reflects both the success and popularity of our school. Over the next 4 years we will continue to expand from 1000 students to 1500 students. To facilitate this a new build is being developed in conjunction with Leicester City Council on Ellesmere Road, the site of the old Ellesmere College. As such we need to increase the capacity in our senior leadership team and so these roles are being advertised.

In 2016, our Progress 8 measure was +0.48, the highest in Leicester and in 2017 it is +0.66. This score is exceptional; demonstrating the strength of our curriculum and that all groups of Fullhurst students achieve beyond national targets. We are extremely proud of our student progress and achievement which continues to increase year on year. In 2012, Ofsted graded Fullhurst 'good' in all categories and in 2013 a HMI subject inspection of mathematics graded all areas 'good' again. Challenge Partner reviews, most recently in 2017, suggest the school has many outstanding features.

Your involvement in our journey to outstanding cannot be underestimated. You will have ample opportunity to share in and enhance our current good practice. The potential for your own professional development is outstanding and we provide excellent support for new staff.

If you have any questions please do not hesitate to contact the school on 0116 282 4326 or via email [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

I look forward to receiving your application and accompanying letter, explaining why you are a suitable applicant for the position.

Yours sincerely

R Moore  
Chair of Governors



*Transforming lives*

Acting Principal: Mr Steve Piggot  
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[www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk)





# Fullhurst Community College

## Principal Job Description

### **The role of the Principal**

Principals occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of Principals determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Principals lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Principals, together with those responsible for governance, are guardians of the nation's schools.

There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's Principals.

### **Excellent Principals: qualities and knowledge**

#### *Principals:*

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Excellent Principals: pupils and staff**

#### *Principals:*

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work

on pupils' outcomes.

2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Excellent Principals: systems and process**

#### *Principals:*

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Principal to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **Excellent Principals: the self-improving school system**

#### *Principals:*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality

training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



# Fullhurst Community College

## Principal Person Specification

### Principal: Person Specification

CRITERIA	Essential	Desirable	Evidence
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Qualified teacher status</li> <li>• Evidence of continuous personal/professional development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree</li> <li>• Evidence of postgraduate study or research</li> <li>• Ofsted training</li> <li>• NPQH</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Certificates</li> </ul>
<b>EXPERIENCE</b>	<p><b>Evidence of success in:</b></p> <ul style="list-style-type: none"> <li>• effective leadership in a secondary school/academy</li> <li>• working in a number of roles at senior leadership level</li> <li>• delivering a vision through strategy and action</li> <li>• creating and developing policy</li> <li>• promoting outstanding teaching and learning and the highest levels of achievement</li> <li>• monitoring and evaluating teaching and learning to ensure that standards are consistently high</li> <li>• leading and developing the curriculum</li> <li>• project management to plan and implement change</li> <li>• the effective management of people and resources, including budgetary responsibility</li> <li>• motivating, integrating and directing the school community in developing and maintaining strong relationships and partnerships with the governing body, students, parents and other stakeholders.</li> </ul>	<p><b>Evidence of success in:</b></p> <ul style="list-style-type: none"> <li>• previous roles</li> <li>• curriculum and pastoral leadership</li> <li>• working in/with</li> <li>• primary and secondary schools to raise attainment</li> <li>• more than one school</li> <li>• developing participation in a wider school experience</li> <li>• encouraging and developing links with the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Selection process</li> <li>• Application form</li> </ul>

<b>PROFESSIONAL SKILLS AND KNOWLEDGE</b>	<p><b>Candidates will have:</b></p> <ul style="list-style-type: none"> <li>• knowledge of the key legal issues relating to the leadership and management of an academy</li> <li>• knowledge of national trends that could impact upon the academy</li> <li>• knowledge of models of learning and teaching</li> <li>• understanding of attendance and behaviour management</li> <li>• the ability to use student data and broader information to manage progress of students across a range of phases, subjects and courses</li> <li>• a passion for excellence in the learning process</li> <li>• financial awareness and the ability to understand, plan and manage the budget</li> <li>• the ability to analyse and interpret complex information and explain key elements in simple terms</li> <li>• the ability to lead and communicate a shared vision for the college</li> <li>• the ability to think strategically and to plan and implement change as necessary</li> <li>• the ability to inspire, challenge and motivate others and create good relationships between all stakeholders</li> <li>• the ability to recognise and deal effectively with poor performance</li> <li>• the ability to model the values and vision of the academy and lead by example</li> <li>• excellent communication skills</li> <li>• a commitment to the promotion of the academy's ethos with reference to inclusion and diversity</li> <li>• the ability to build effective working relationships and networks both within and outside the academy</li> <li>• the ability to demonstrate political insight and anticipate trends</li> <li>• the ability to drive a partnership approach with local schools to drive forward improvements in teaching and learning.</li> </ul>	<p><b>Candidates may have:</b></p> <ul style="list-style-type: none"> <li>• the ability to promote and market the school</li> </ul>	<ul style="list-style-type: none"> <li>• Selection process</li> <li>• References</li> </ul>
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<b>PERSONAL QUALITIES AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Committed</li> <li>• Enthusiastic</li> <li>• Self-motivated</li> <li>• Well-organised</li> <li>• Flexible and emotionally resilient</li> <li>• Works effectively under pressure</li> <li>• Inspires respect</li> <li>• Decisive with sound judgement</li> <li>• Approachable</li> </ul>	<ul style="list-style-type: none"> <li>• Emotionally intelligent</li> <li>• An independent thinker</li> <li>• A calm demeanour</li> </ul>	<ul style="list-style-type: none"> <li>• Selection process</li> <li>• References</li> </ul>
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# Fullhurst Community College

## Head of School Job Description

**Title:** Head of School

**Salary:** Leadership scale point 25 - 29

**Responsible to:** Principal

### **Purpose of Role**

The Head of School is responsible for managing the daily operation of the school site based on Ellesmere Road, the supervision of all pupils and staff, and the school premises. They provide the day-to-day direction and leadership that represents a consistent and effective model of integrity, excellence, collaboration and accountability. The Head of School will work alongside the Principal who will provide strategic leadership and hold overall accountability for direction, standards achieved and quality.

### **Key accountabilities**

- Leadership of the Ellesmere Road site of Fullhurst.
- Share leadership of the college as a member of the senior leadership team.
- Take full responsibility for the college in the absence of the Principal.
- Carry out the professional duties of a teacher as and when required with the expectation that teaching is outstanding.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the college.
- Ensure the quality of teaching, learning, assessment and pupil progress across the college.
- Have strategic leadership for developing an engaging creative curriculum.

**Duties and responsibilities** - In partnership with the Principal:

#### **Shaping the future**

- In partnership with the Principal and governors establish and implement an ambitious vision and ethos for the future of the college.
- Contribute to the identification of key areas of strengths and weaknesses in school and the self-evaluation of the college.
- Play a leading role in the school improvement and school self-evaluation planning process.
- Manage school resources.
- Devise, implement and monitor action plans and other policy developments.
- Keep the aspirations of the college at the fore when working with staff and be vocal in promoting this vision.
- Lead by example to motivate and work with others.
- Lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

#### **Leading teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.

- Work with the Principal to raise standards through staff appraisal.
- Lead the development and delivery of training and support for staff.
- Share responsibility for the analysis of key school performance data to ensure improvement in standards is promoted.
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.
- Work in partnership with the Principal in managing the college through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- With the Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the college, including lesson observations to ensure consistency and quality.
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the college.
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure through leading by example the active involvement of pupils and staff in their own learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve and become engaged in their own learning.

#### **Developing self and others**

- Support the development of collaborative approaches to learning within the college and beyond.
- Organise and/or support the induction of staff new to the college and those being trained within the college.
- Act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: (Principal): \_\_\_\_\_ Date: \_\_\_\_\_



# Fullhurst Community College

## Head of School Person Specification

Post Details
Post Title: <b>Head of School</b>
Grade: <b>L25 – L29</b>
Responsible To: <b>Principal</b>

**Please note you will need to meet the essential criterion to be invited for interview.**

Requirements	Essential or Desirable	Tested at Interview / Application Form / Reference
<b>Qualifications</b>		
1.1 Qualified Teacher Status	<b>E</b>	<b>A</b>
1.2 Honours Graduate	<b>E</b>	<b>A/I</b>
1.3 Further relevant qualifications in education or management e.g. NPQH	<b>D</b>	<b>A</b>
<b>Experiences</b>		
2.1 Leading a successful team of staff	<b>E</b>	<b>A/I/R</b>
2.2 Working in a number of roles at senior leadership level	<b>E</b>	<b>A/I/R</b>
2.3 Delivering a vision through strategy and action	<b>E</b>	<b>A/I/R</b>
2.4 Implementing strategies to raise standards of pupil achievement	<b>E</b>	<b>A/I/R</b>
2.5 Planning and evaluation	<b>E</b>	<b>A/I/R</b>
2.6 Leading and managing education initiatives such as T & L, skills development	<b>E</b>	<b>A/I/R</b>
2.7 Liaison with parents/carers and outside agencies	<b>E</b>	<b>A/I/R</b>
2.8 Involvement in / leadership of whole school initiatives	<b>E</b>	<b>A/I/R</b>
2.9 Involvement in delivering staff training	<b>E</b>	<b>A/I/R</b>
2.10 Experience of teaching and working successfully in at least two schools	<b>D</b>	<b>A/I/R</b>
2.11 Experience of timetabling	<b>D</b>	<b>A/I/R</b>
2.12 Experience of financial planning	<b>D</b>	<b>A/I/R</b>
<b>Knowledge</b>		
3.1 A good and sound knowledge of current developments in Secondary Education	<b>E</b>	<b>A/I/R</b>
3.2 Ability to demonstrate an	<b>E</b>	<b>A/I/R</b>

understanding of curriculum developments and planning		
3.3 Ability to demonstrate an understanding of strategies for raising standards of pupil achievement	<b>E</b>	<b>A/I/R</b>
3.4 Ability to demonstrate an understanding of the use of individual pupil data to raise standards	<b>E</b>	<b>A/I/R</b>
3.5 Ability to demonstrate an understanding of monitoring and self-evaluation	<b>E</b>	<b>A/I/R</b>
3.6 Ability to demonstrate an understanding of and ability to lead staff professional development	<b>E</b>	<b>A/I/R</b>
3.7 Understanding of attendance and behaviour management	<b>E</b>	<b>A/I/R</b>
3.8 Financial awareness and the ability to understand, plan and manage the budget	<b>E</b>	<b>A/I/R</b>
<b>Training / Professional Development</b>		
4.1 Evidence of keeping up to date with educational thinking and knowledge	<b>E</b>	<b>A/I/R</b>
4.2 Attendance at appropriate courses related to management within last three years	<b>E</b>	<b>A/I/R</b>
4.3 Knowledge / understanding of PiXL courses	<b>D</b>	<b>A/I/R</b>
<b>Management Skills</b>		
5.1 Experience of whole school management	<b>E</b>	<b>A/I/R</b>
5.2 Ability to articulate and maintain a vision for education within the school	<b>E</b>	<b>A/I/R</b>
5.3 Ability to lead and motivate a team	<b>E</b>	<b>A/I/R</b>
5.4 Ability to think and plan strategically	<b>E</b>	<b>A/I/R</b>
5.5 Ability to plan monitoring activities, analyse them and act on outcomes	<b>E</b>	<b>A/I/R</b>
5.6 Ability to communicate effectively with colleagues, pupils, parents/carers and school partners	<b>E</b>	<b>A/I/R</b>
5.7 Ability to plan and deliver staff development	<b>E</b>	<b>A/I/R</b>
5.8 Ability to manage resources	<b>E</b>	<b>A/I/R</b>
5.9 Good planning and organisational skills	<b>E</b>	<b>A/I/R</b>
5.10 Ability to establish good working relationships	<b>E</b>	<b>A/I/R</b>
5.11 Ability to robustly hold staff to account for their role in raising pupil outcomes	<b>E</b>	<b>A/I/R</b>
<b>Personal Attributes</b>		
6.1 Excellent classroom practitioner	<b>E</b>	<b>A/I/R</b>

6.2 A commitment to raising standards of achievement across the ability range	<b>E</b>	<b>A/I/R</b>
6.3 A commitment to comprehensive education	<b>E</b>	<b>A/I/R</b>
6.4 A commitment to equal opportunities	<b>E</b>	<b>A/I/R</b>
6.5 A propensity to emphasise what children can do as opposed to what they cannot do.	<b>E</b>	<b>A/I/R</b>
6.6 Commitment and resilience	<b>E</b>	<b>A/I/R</b>
6.7 An excellent communicator with pupil, staff, parents/carers and the wider community	<b>E</b>	<b>A/I/R</b>



# Fullhurst Community College

## Deputy Principal Job Description

**Title:** Deputy Principal

**Salary:** Leadership scale point 20 - 24

**Responsible to:** Principal

*(Note all responsibilities listed are in addition to the role of a main scale teacher. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Principals)*

### **Purpose of Role**

Share in the leadership of the school by working in partnership with the Principal, senior and middle leaders to provide an outstanding education for the children, whilst ensuring sustained school improvement occurs in the quality of teaching and learning throughout the school, and the aspects of school life for which you are accountable.

### **Key accountabilities**

- Share leadership of the school as a member of the senior leadership team.
- Take full responsibility for the school in the absence of the Principal.
- Carry out the professional duties of a teacher as and when required with the expectation that teaching is outstanding.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Ensure the quality of teaching, learning, assessment and pupil progress across the school.
- Have strategic leadership for developing an engaging creative curriculum.

**Duties and responsibilities** - In partnership with the Principal:

#### **Shaping the future**

- In partnership with the Principal and governors establish and implement an ambitious vision and ethos for the future of the school.
- Contribute to the identification of key areas of strengths and weaknesses in school and the self-evaluation of the school.
- Play a leading role in the school improvement and school self-evaluation planning process.
- Manage school resources.
- Devise, implement and monitor action plans and other policy developments.
- Keep the aspirations of the school at the fore when working with staff and be vocal in promoting this vision.
- Lead by example to motivate and work with others.
- Lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

#### **Leading teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Work with the Principal to raise standards through staff appraisal.
- Lead the development and delivery of training and support for staff.
- Share responsibility for the analysis of key school performance data to ensure improvement in standards is promoted.

- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.
- Work in partnership with the Principal in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- With the Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school.
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure through leading by example the active involvement of pupils and staff in their own learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve and become engaged in their own learning.

#### **Developing self and others**

- Support the development of collaborative approaches to learning within the school and beyond.
- Organise and/or support the induction of staff new to the school and those being trained within the school.
- Act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: (Principal): \_\_\_\_\_ Date: \_\_\_\_\_





# Fullhurst Community College

## Deputy Principal Person Specification

Post Details
Post Title: <b>Deputy Principal</b>
Grade: <b>L20 – L24</b>
Responsible To: <b>Principal</b>

**Please note you will need to meet the essential criterion to be invited for interview.**

Requirements	Essential or Desirable	Tested at Interview / Application Form / Reference
<b>Qualifications</b>		
1.1 Qualified Teacher Status	<b>E</b>	<b>A</b>
1.2 Honours Graduate	<b>E</b>	<b>A/I</b>
1.3 Further relevant qualifications in education or management e.g. NPQH	<b>D</b>	<b>A</b>
<b>Experiences</b>		
2.1 Leading a successful team of staff	<b>E</b>	<b>A/I/R</b>
2.2 Implementing strategies to raise standards of pupil achievement	<b>E</b>	<b>A/I/R</b>
2.3 Planning and evaluation	<b>E</b>	<b>A/I/R</b>
2.4 Leading and managing education initiatives such as T & L, skills development	<b>E</b>	<b>A/I/R</b>
2.5 Liaison with parents/carers and outside agencies	<b>E</b>	<b>A/I/R</b>
2.6 Involvement in / leadership of whole school initiatives	<b>E</b>	<b>A/I/R</b>
2.7 Involvement in delivering staff training	<b>E</b>	<b>A/I/R</b>
2.8 Experience of teaching and working successfully in at least two schools	<b>D</b>	<b>A/I/R</b>
2.9 Experience of timetabling	<b>D</b>	<b>A/I/R</b>
2.10 Experience of financial planning	<b>D</b>	<b>A/I/R</b>
<b>Knowledge</b>		
3.1 A good and sound knowledge of current developments in Secondary Education	<b>E</b>	<b>A/I/R</b>
3.2 Ability to demonstrate an understanding of curriculum developments and planning	<b>E</b>	<b>A/I/R</b>

3.3 Ability to demonstrate an understanding of strategies for raising standards of pupil achievement	<b>E</b>	<b>A/I/R</b>
3.4 Ability to demonstrate an understanding of the use of individual pupil data to raise standards	<b>E</b>	<b>A/I/R</b>
3.5 Ability to demonstrate an understanding of monitoring and self-evaluation	<b>E</b>	<b>A/I/R</b>
3.6 Ability to demonstrate an understanding of and ability to lead staff professional development	<b>E</b>	<b>A/I/R</b>
<b>Training / Professional Development</b>		
4.1 Evidence of keeping up to date with educational thinking and knowledge	<b>E</b>	<b>A/I/R</b>
4.2 Attendance at appropriate courses related to management within last three years	<b>E</b>	<b>A/I/R</b>
4.3 Knowledge / understanding of PiXL courses	<b>D</b>	<b>A/I/R</b>
<b>Management Skills</b>		
5.1 Experience of whole school management	<b>E</b>	<b>A/I/R</b>
5.2 Ability to articulate and maintain a vision for education within the school	<b>E</b>	<b>A/I/R</b>
5.3 Ability to lead and motivate a team	<b>E</b>	<b>A/I/R</b>
5.4 Ability to think and plan strategically	<b>E</b>	<b>A/I/R</b>
5.5 Ability to plan monitoring activities, analyse them and act on outcomes	<b>E</b>	<b>A/I/R</b>
5.6 Ability to communicate effectively with colleagues, pupils, parents/carers and school partners	<b>E</b>	<b>A/I/R</b>
5.7 Ability to plan and deliver staff development	<b>E</b>	<b>A/I/R</b>
5.8 Ability to manage resources	<b>E</b>	<b>A/I/R</b>
5.9 Good planning and organisational skills	<b>E</b>	<b>A/I/R</b>
5.10 Ability to establish good working relationships	<b>E</b>	<b>A/I/R</b>
5.11 Ability to robustly hold staff to account for their role in raising pupil outcomes	<b>E</b>	<b>A/I/R</b>
<b>Personal Attributes</b>		
6.1 Excellent classroom practitioner	<b>E</b>	<b>A/I/R</b>
6.2 A commitment to raising standards of achievement across the ability range	<b>E</b>	<b>A/I/R</b>
6.3 A commitment to comprehensive education	<b>E</b>	<b>A/I/R</b>
6.4 A commitment to equal opportunities	<b>E</b>	<b>A/I/R</b>

6.5 A propensity to emphasise what children can do as opposed to what they cannot do.	<b>E</b>	<b>A/I/R</b>
6.6 Commitment and resilience	<b>E</b>	<b>A/I/R</b>
6.7 An excellent communicator with pupil, staff, parents/carers and the wider community	<b>E</b>	<b>A/I/R</b>