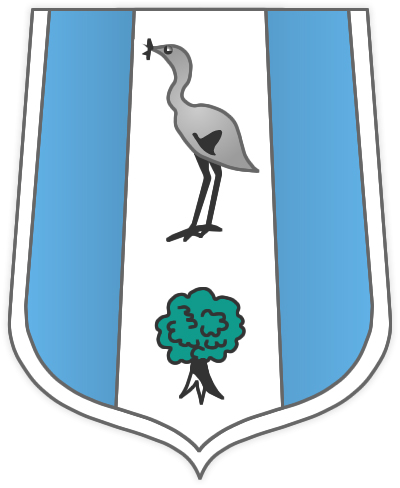
**BRANSTON COMMUNITY ACADEMY**



**PERSON SPECIFICATION: PRINCIPAL**

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| **CRITERIA** | **Essential** | **Desirable** |
| **Qualifications** |
| Degree | **Y** |  |
| Teaching Qualification | **Y** |  |
| Higher Qualification in education and/or management |  | **Y** |
| NPQH or willingness to work towards NPQH |  | **Y** |
| Participation in an accredited school leadership programme |  | **Y** |
| **Experience** | | |
| Experience in at least two secondary schools |  | **Y** |
| Significant experience at senior level | **Y** |  |
| Experience at Post 16 |  | **Y** |
| **Shaping the future** | | |
| Capacity to recognise and build on the considerable successes of Branston Community Academy and formulate a vision for innovation and improvement and translate into actions | **Y** |  |
| Comprehensive knowledge of current and anticipated educational developments including how collaborative partnerships such as the Lincolnshire Teaching Alliance can assist in raising standards | **Y** |  |
| Experience of leading and implementing continuous improvement | **Y** |  |
| Being pivotal in a school to achieve improved Ofsted judgements or maintaining positive judgements |  | **Y** |
| **Student Achievement** | | |
| Student-centred educational philosophy with a commitment to making a positive difference to every student | **Y** |  |
| Ability to develop a teaching and learning culture which results in outstanding classroom practice | **Y** |  |
| Successfully established high expectations and set challenging targets for students and staff | **Y** |  |
| Demonstrates an inclusive approach to curricular planning which recognises the importance of the ebacc subjects, vocational education, the Arts and practical subjects in providing an appropriate curriculum which meets the needs of all students | **Y** |  |
| Committed to a high-quality enrichment and extra-curricular provision | **Y** |  |
| In depth knowledge of how a rigorous whole school quality assurance process can be used to monitor student progress, challenge underperformance and identify the support required to bring about improvements | **Y** |  |
| Able to secure high standards of behaviour, attendance and punctuality | **Y** |  |
| **Developing self and working with others** | **Essential** | **Desirable** |
| At all times shows respect to others | **Y** |  |
| Able to make decisions and delegate appropriately | **Y** |  |
| Commitment to the encouragement, empowerment and training of staff | **Y** |  |
| Experience of developing the professional competence and confidence of staff | **Y** |  |
| Commitment to own self-development | **Y** |  |
| Commitment to working collaboratively with other schools and stakeholders | **Y** |  |
| Commitment to collaborative working with governors | **Y** |  |
| Awareness of the importance of work-life balance for all staff | **Y** |  |
| **Managing the Organisation** | | |
| Capacity to build and manage high performance teams | **Y** |  |
| Ability to use strong and effective management systems underpinned by clear communication | **Y** |  |
| Ability to produce and implement appropriate improvement plans and policies | **Y** |  |
| Secure in accessing, analysing and interpreting a range of data | **Y** |  |
| Experience and understanding of financial management and curriculum based budgeting | **Y** |  |
| Awareness of the importance of complying with health and safety regulations | **Y** |  |
| Ability to solve problems | **Y** |  |
| **Strengthening community** | | |
| Evidence of listening to and valuing the views of students, parents/carers, staff and governors and responding as appropriate to raise standards | **Y** |  |
| Commitment to the continuation of developing strong links and partnerships with parents and the wider community | **Y** |  |
| Evidence of working with outside agencies to secure improved outcomes for students | **Y** |  |
| Experience of links with business |  | **Y** |
| **Securing accountability** | | |
| Ability to delegate responsibility with accountability | **Y** |  |
| Demonstrate the capacity to sustain the ongoing improvement of results across the school and for all groups particularly SEND and disadvantaged students | **Y** |  |
| Evidence of using performance management processes to secure improved outcomes for students | **Y** |  |
| Evidence of effective working with governing bodies | **Y** |  |
| Experience of demonstrating robust evidence of progress and improvement | **Y** |  |
| **Personal qualities and attributes** | **Essential** | **Desirable** |
| Passionate about education with a clear commitment to inclusion and ‘achievement’ for all | **Y** |  |
| Proactively engages with every student and recognises the importance of getting to know them as individuals |  |  |
| The ability to identify and establish the principles of an outstanding/exceptional school | **Y** |  |
| A highly effective communicator | **Y** |  |
| Firm and fair leadership style with interpersonal awareness and concern for impact | **Y** |  |
| Ability to lead from the front and inspire others | **Y** |  |
| Has a sense of humour, a calm manner and retains an optimistic approach | **Y** |  |
| Resilience | **Y** |  |
| **Safeguarding** | | |
| Commitment to safeguarding and promoting the welfare of children and young people | **Y** |  |
| Sound understanding of statutory safeguarding requirements | **Y** |  |