**Northern Education Trust**

**Post: Vice Principal**

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** | | |
| --- | --- | --- | --- | --- | --- |
| **No** | **Categories** | **Essential / Desirable** | **App Form** | | **Interview / Task** |
| **QUALIFICATIONS** | | | | | |
| 1. | Qualified Teacher Status | E |  | |  |
| 2. | Degree (or equivalent) | E |  | |  |
| 3. | Recent participation in relevant professional development | E |  | |  |
| 4. | Higher degree or post graduate curriculum or leadership qualification. | D |  | |  |
| 5. | Evidence of further professional development in the Leadership and Management of whole academy improvement | D |  | |  |
| **EXPERIENCE** | | | | | |
| 6. | Recent successful and effective leadership in raising achievement and attainment . | E |  |  | |
| 7. | Recent successful experience as a senior leader in primary education | E |  |  | |
| 8. | Successful teaching experience across the primary phase | E |  |  | |
| 9. | Effective leadership of a team. | E |  |  | |
| 10. | Substantial experience as a core subject/ phase leader | E |  |  | |
| 11. | Evidence of rigourously monitoring, evaluating and reviewing performance | E | ✓ | ✓ | |
| 12. | Evidence of the implementation of successful strategies used to raise pupil progression, achievement and attainment | E |  |  | |
| 13 | Evidence of promoting effective relationships between staff, students, employers, Governors, parents, multi-agency partners and wider community | E | ✓ | ✓ | |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | | |
| 14. | Experience of using assessment data to identify underachievement and lead successful intervention strategies | E |  | |  |
| 15. | High level interpersonal skills | E |  | |  |
| 16. | Ability to lead effective student achievement and intervention programmes | E |  | |  |
| 17. | A clear vision and understanding of ways to remove barriers to learning | E |  | |  |
| 18. | Ability to communicate effectively in a variety of situations | E |  | |  |
| 19. | The ability to build and sustain effective working relationships with staff, students, Governors and parents / carers. | E |  | |  |
| 20. | Ability to plan strategically | E |  | |  |
| 21. | Knowledge of current thinking in promoting the attainment of able students | D |  | |  |
| 22. | Knowledge of current thinking in utilising latest technologies to promote learning | D |  | |  |
| 23. | Knowledge of how to use Pupil Premium funding to bring about sustained improvement | D |  | |  |
| 24. | Experience of working within the Senior Leadership Team | D |  | |  |
| 25. | Experience of reporting to Governors | D |  | |  |
| **PROFESSIONAL DEVELOPMENT** | | | | | |
| 26. | Evidence of leading successful staff development and training | E |  | |  |
| 27 | Evidence of recent training and development | D |  | |  |
| **PERSONAL QUALITIES** | | | | | |
| 28. | Pleasant and friendly manner | E |  | |  |
| 29. | Polite and punctual | E |  | |  |
| 30. | Reliable | E |  | |  |
| 31. | A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy. | E |  | |  |
| 32. | Commitment to lIfe long learning | E |  | |  |
| 33. | Flexibility and adaptability | E |  | |  |
| 34. | Ability to demonstrate personal initiative and independent thinking, whilst working in a team environment | E |  | |  |

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.