**PERSON SPECIFICATION – PRINCIPAL**

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|  | **Criteria No.** | | Attribute | | | **Essential/Desirable** | **Stage Identified** |
| **Qualifications & Education** | 1 | | Degree | | | E | AF/C |
| 2 | | Qualified Teacher Status | | | E  D | AF/C  AF/C |
| 3  4 | | NQPH  Leadership Programme for Serving Heads (LPSH) | | | D | AF/C |
|  |  | |  | | |  |  |
|  |  | |  | | |  |  |
| **Experience & Knowledge** | 5 | | Experience of Headship in a larger than average urban or suburban Secondary School or Academy with a minimum of 8 years’ experience as a senior leader in education | | | E | AF/R |
|  | 6 | | Experience of creating values, vision, culture and ethos which:-   * Had a clear rationale in the given context; * Was embedded visually, practically and behaviourally; * Was refined over time, evolved and responded to change; and * Was effective and had demonstrable impact. | | | E | AF/I/R |
|  | 7 | | Experience of developing and evaluating an effective Pupil Premium strategy which had demonstrable impact in removing barriers and improving outcomes | | | E | AF/I |
|  | 8 | | Experience of setting high expectations and aspirations for all students and staff, modelling desired behaviours and challenging underperformance and those with low expectations of themselves and others | | | E | AF/P/I/R |
|  | 9 | | Demonstrable track record of supporting others including the development of:-   * Teaching and subject expertise; * Leadership talent; and * Support staff. | | | E | AF/T/I/R |
| 10 | | Experience of developing, embedding, evaluating and reviewing an effective curriculum with demonstrable impact on the achievement and personal development for all | | | E | AF/P/I/R |
| 11 | | Experience of bringing about rapid and sustained improvement in the quality of teaching and outcomes | | | E | AF/I/R |
| 12 | | Experience of developing a sixth form | | | D | AF |
| 13 | | Experience of developing and maximising revenue streams | | | D | AF |
| 14 | | Experience of taking a leading role in Ofsted inspections, including post-inspection planning | | | D | AF |
| 15 | | Experience of collaborating with external partners in sharing best practice, fostering staff development and school improvement | | | D | AF |
| 16 | | Experience of working in and contributing to the development of a multi-academy trust | | | D | AF |
| 17 | | Experience of sound financial management, leading organisational development and change whilst ensuring sustainability | | | E | T/I |
| 18 | | Experience of delivering effective classroom teaching which stretches and challenges students of all abilities | | | E | T |
|  | 19 | | Experience of designing, implementing and evaluating curriculum and pastoral interventions aimed at tackling a specific issue | | | E | P/I |
|  | 20 | | Experience in supporting students with behavioural challenges | | | E | P/I |
| 21 | | Experience in identifying, reacting to, minimising and learning from safeguarding threats or incidents | | | E | P |
| 22 | | Experience of identifying strengths, realising opportunities, minimising threats and tackling weaknesses in a Secondary School or Academy | | | E | P |
| 23 | | Experience of engaging with and developing a ‘whole school community’ ensuring students, staff, parents, employers, local businesses and the wider community are involved in the development of the school and their voices are heard | | | D | P/R |
| **Skills** | 24 | | Excellent written communication and written presentation skills, including the ability to present complex information and concepts clearly and concisely | | | E | AF/P |
|  | 25 | | Excellent oral communication and presentation skills | | | E | P/I |
|  | 26 | | Ability to set appropriate targets for the improvement of school performance and to establish, monitor and evaluate an action plan in relation to those targets. | | | E | P |
|  | 27 | | Ability to analyse information from a wide variety of sources and solve complex problems. | | | E | T |
| 28 | | Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines. | | | E | I/R |
|  | 29 | | Ability to maintain awareness of local and national educational issues, interpret and implement new legislation, policies and directives. | | | E | T/I |
| 30 | | Ability to establish and maintain effective relationships with external partners and stakeholders including the Regional Schools Commissioner, local authority and leaders of other schools | | | E | I/R |
| **Personal**  **Attributes** | 31 | | Ability to be decisive and initiate action, provides direction to others and facilitates participation in decision making | | | E | P/I/R |
|  | 32 | | Willingness to takes responsibility for own actions, own mistakes and put things right | | | E | I/R |
|  | 33 | | Ability to motivate, inspire, trust and empower others | | | E | T/I/R |
|  | 34 | | Ability to think critically and solve problems effectively | | | E | P/T/I/R |
|  | 35 | | Ability to adapt and respond positively to change and setbacks and cope under pressure | | | E | T/I/R |
|  | 36 | | Ability to reflect and learn from mistakes and successes | | | E | T/I/R |
|  | 37 | | Ability to foster a supportive and collaborative environment with a positive regard for all | | | E | I/R |
|  | 38 | | Be open to new ideas and experiences. Seeks out learning opportunities. Handle situations and problems with innovation and creativity. Think and act strategically. | | | E | T/I/R |
|  | 39 | | High personal standards of integrity and probity | | | E | P/I/R |
|  | 40 | | Advocate a sound educational philosophy, with the ability to translate into practice. | | | E | P/I/R |
| 41 | | Is confident, positive and approachable. | | | E | P/I/R |
| 42 | | Is committed to continuing professional development | | | E | AF/I |
|  | 43 | | Have a high level of emotional intelligence and self-awareness | | | E | T/I/R |
| **Special Requirements** | 44 | | Be able and willing to work flexibly and outside normal hours in order to meet the demands of the role. | | | E | I |
|  | 45 | | Enhanced DBS disclosure | | | E | D |
| Key – Stage identified | |  | |  |
| AF | | Application Form | |  |
| C | | Certificates | |  |
| D | | Disclosure | |  |
| P | | Presentation | |  |
| I | | Interview | |  |
| R | | References | |  |
| T | | Test | |  |