**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 | ED | AF/CAF/C |
|  3 4 | NQPHLeadership Programme for Serving Heads (LPSH) | D | AF/C |
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| **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 |  |