

Person Specification

Trust Senior Vice Principal

Education/training/qualifications	Essential	Desirable	MOA
Good Honours degree	*		A
Qualified Teacher Status	*		A
Demonstrable commitment to continued professional and personal development	*		I/R
Successfully undertaken 'safer recruitment' training		*	A
Working towards or achieved NPQH		*	A
Evidence of Post Graduate Study or Research		*	A
Experience			
It is expected that the candidate will have:			
Experience as a Vice Principal within significant leadership responsibility in a secondary school setting	*		A
Been recognised as an outstanding teacher themselves		*	A/R
Delivered leadership training and continuous professional development which has had a positive impact on school improvement	*		A
Had experience of project management to plan and implement change	*		A
Been successful in leading improvements in the quality of teaching and learning and securing high standards in a school	*		A/I/R
Been successful in raising standards to diminish the differences in student attainment	*		A/I/R
Been successful in developing and maintaining sustainable partnerships with students, parents and other stakeholders		*	A/I/R
Effectively led a team of senior/middle leaders and distributed responsibility, while holding them to account	*		A/I/R
Supported the successful personal learning and development of senior/middle leaders		*	A/I/R

Successfully managed a budget/resources in a large secondary school setting	*		A/I/R
Worked closely with a governing body so that the vision of the school/ Academy is embedded, school improvements are achieved and standards are raised		*	A/I/R
Worked closely with parents to engage them in the children's learning	*		A/I/R
Worked with the wider community to maximise the opportunities they bring to the school		*	A/I/R
Worked with other senior leaders beyond their own school to improve quality across a range of schools		*	A/I/R

Knowledge and understanding

The candidate will be expected to demonstrate knowledge and understanding of:

How to create and embed an inspirational ethos and culture within a school	*		A/I
How to engage with a governing body so that school improvement is a priority and underpins their work in the school	*		A/I
What outstanding teaching and learning looks like and how this can be achieved in a large secondary school context	*		A/I
How to drive forward school/Academy improvement so priorities are addressed and gaps in attainment are closed for all learners including the most vulnerable	*		A/I
Quality Assurance / Self Evaluation, personalisation and the Appraisal process	*		A/I
How effective management of performance leads to school improvements	*		I/R
How a school/ Academy is held to account both locally and nationally	*		I/R
How to identify and grow future leaders		*	A/I
How to build effective working relationships and networks both within and outside the Academy/Trust	*		A/I
How to develop a culture of professional learning for all staff within the school so that all develop in role	*		A/I
How to engage parents so that they are able to contribute to their child's learning	*		A/I
How to link with key stakeholders and the wider community – in a way that recognises its richness and diversity – and so that they contribute to the development of the school/ Academy and the school contributes to the development of the community		*	A/I

How to create a positive climate for learning where students attend regularly, fully engage in their learning and make a broader contribution within and beyond the school/Academy	*		A/I
How the challenging education landscape – at national and local level – will have an impact on a school/Academy and how this can be managed	*		A/I
How to manage changes in key aspects of provision such as the curriculum so that these changes are managed successfully	*		A/I
How to use knowledge of child protection and safeguarding legislation to ensure that the Academy/Trust is able to keep students safe	*		A/I
How effective school policies are developed and implemented in practice	*		A/I
How to manage school finances effectively so they enable the best outcomes for all students	*		A/I
How to use student data and broader information to manage the progress of students across a range of subjects and courses	*		A/I
How to work with professional partners and primary schools to secure a 0 – 19 provision	*		A/I

Competencies

It would be expected that the candidate will demonstrate their ability in:

Analytical and strategic thinking	*		I/R
Conceptual thinking	*		I/R
Inspiring, influencing and impacting on others	*		I/R
Relating to others	*		I/R
Developing others	*		I/R
Working collaboratively with others	*		I/R
Holding others to account	*		I/R

It would be expected that the candidate will be able to demonstrate:

Self-awareness	*		I
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Resilience and emotional maturity	*		I
Commitment to modeling exemplary classroom practice	*		I
Commitment to developing others to achieve success	*		I
Integrity	*		
Personal Drive	*		I
Moral purpose	*		I
Personal Attributes			
Caring, compassionate, challenging, consistent and credible	*		I
Adaptable, creative and solution seeking	*		I
Inspirational	*		I
Sets high standards of themselves	*		I
Values and respects cultural diversity	*		I
Other Requirements			
Satisfactory enhanced disclosure and barring service with lists check	*		A

Key:

MOA= Method of Assessment, A= Application, I= Interview and assessment, R = Reference