**Aylesbury Vale Academy**

**Principal - Person Specification**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Selection decisions will be based on the criteria outlined below and an assessment will made by the appointment panel, to determine the extent to which the criteria have been met. When completing your application paperwork, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criterion, through reference to your work or relevant and recent (within the past three years) experience. **Requirements:**

|  |
| --- |
| 1. **Successful Headship and senior leadership experience** within a large secondary school and/or through-school
 |
| 1. Commitment to **aspirational educational standards** for all pupils and experience of leading (and significantly improving) teaching and learning
 |
| 1. Ability to **lead with integrity**, inspiration, resilience and creativity, motivating and developing all staff
 |
| 1. Excellent **communication skills** and the ability to **articulate a clear vision**
 |
| 1. **Strong interpersonal skills** to engage with the whole school community - approachability and accessibility - evidence of highly effective working relationships, strong collaboration and team-building
 |
| 1. Evidence of **commitment to the safeguarding and welfare** of childrenand young people, including current safeguarding training and enhanced DBS
 |
| 1. An excellent understanding of the **curriculum** and the ability to review and develop it to meet the needs of all learners, including the personal, social, emotional development of each child and young person and increasing cultural capital through strong SMSC education
 |
| 1. Experience of **developing staff** - identifying and developing emerging talent and leadership ability
 |
| 1. Evidence of **developing systems -** actively maintaining a safe and well-ordered school environment
 |
| 1. Experience of **OFSTED inspection** at leadership level and the ability to build upon the current strengths of the school and be well prepared for future inspections
 |
| 1. A commitment proactively **to foster parental and carer engagement**, developing opportunities for positive partnerships with parents, carers, other schools, local businesses, the local church and other community groups and places of worship
 |
| 1. A clear understanding of the impact of **budgets, resources and financial planning**
 |
| 1. **Sound strategic thinking and decision-making abilities,** including taking difficult decisions
 |
| 1. An ability to analyse and use **school performance data** effectively to inform the School Improvement Plan and learning requirements
 |
| 1. Knowledge and commitment to all required regulatory and legislative aspects relevant to school life, including but not limited to, **Health & Safety, data protection, Safeguarding and HR**
 |
| 1. Clear understanding of the **SEND** Code of Practice and proven experience of supporting children and young people in overcoming barriers to learning
 |
| 1. A commitment to continue to embed and develop the Christian ethos and values – an understanding of the distinctive and inclusive nature of a Church School and its role in the community, within a multi-cultural context, preferably experience of a SIAMS inspection at leadership level
 |
| 1. Evidence of **highly effective working relationship** with the **Governing Board** and of actively supporting governors to deliver their strategic functions effectively
 |
| 1. Ability to manage their own workload and that of others to allow an appropriate work/life balance for all and encourage positive mental health and well-being within the school community
 |
| 1. Current understanding of the latest educational developments and research - evidence of proactively pursuing continued professional development and being a lifelong learner
 |

 |  |

|  |
| --- |
|  |

****

**Job Description – Principal**

|  |
| --- |
| **Job Purpose**  |

The Principal will provide professional leadership and take responsibility for all phases of Aylesbury Vale Academy – Nursery to Sixth Form.

**Vision and Values**

Everyone is a lifelong learner and we aim to create an achievement climate, where each individual can be an active participant in their learning and have opportunities to flourish. This is as true for staff as it is for the children and young people. If we are to support young people for life after school, we need to help them to develop interpersonal skills and support them in being resilient, flexible and adaptable for the ever-changing world of further education and ultimately employment. As a community, we have identified a set of core values that, as a Church of England Academy, guide and influence everything we do. These are Faith, Respect, Equality, Aspiration, Creativity and Service.

|  |
| --- |
| **Qualities & Knowledge** |

1. Together with the Governing Board, establish a common vision, ethos and shared sense of identity across the Academy Trust
2. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.
3. Hold and articulate a strong moral purpose, focused on providing an excellent education for all the pupils.
4. Demonstrate very high standards of personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
5. Lead by example, with integrity, creativity, resilience, clarity and compassion, drawing on their own knowledge, expertise and skills, and that of those around them.
6. Sustain wide knowledge and understanding of education and pursue continuous professional development.

|  |
| --- |
| **Pupils & Staff**  |

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.
3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on relevant research and robust data analysis.
4. Create a strong ethos, within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

|  |
| --- |
| **Systems & Process** |

1. Ensure that the school’s systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour throughout the academy and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Create and maintain constructive relationships with the Governing Board, to enable it to fulfil its statutory responsibilities effectively, in particular its functions to hold the Principal to account for pupil, staff and financial performance.

|  |
| --- |
| **The Self Improving System**  |

1. Develop excellent relationships across the Aylesbury Vale Academy; work in partnership with other Senior Leaders to create a climate of mutual challenge; champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff, incorporating effective succession planning as appropriate.
4. Model excellence in school self-evaluation and improvement, leadership and management.
5. Understand the importance of statutory regulatory frameworks, internal and external scrutiny and accountability.

|  |
| --- |
| **General** |

1. Establish strong and professional relationships with the Academy’s Sponsors, the Governing Board and members of the Academy’s Senior Leadership Team, staff, volunteers and external contacts.
2. Work with courtesy, sensitivity, tact and flexibility and maintain confidentially at all times.
3. Be aware of and act in accordance with all relevant policies including Safeguarding processes, Health & Safety, Equal Opportunities, Data Protection legislation and procedures, current Employment Law and financial processes.
4. The post-holder is required to carry out the duties in accordance with the Academy’s Health and Safety policies and procedures.