

Person Specification

Post: Principal

Personal Skills Characteristics	Essential	Desirable	Method of Assessment	Shortlisting Criteria
Qualifications and Training				
Appropriate qualifications and experience to have credibility with the wide range of staff you will lead most particularly, senior leaders and governors	✓		AF	
Senior Leadership experience at Primary or Secondary level	✓		AF	
Appropriate length of time in Senior Leadership to demonstrate significant positive impact in the role	✓		AF	
Successfully managing change and promoting distributive leadership	✓		AF	
QTS	✓		AF	
Experience				
Proven senior leadership experience	✓		AF/I/R	
Successful experience as a classroom teacher in a primary or secondary school	✓		AF/I/R	
Experience of directing systems to monitor and evaluate the quality of teaching and learning	✓		AF/I/R	
Successful experience of policy development, implementation, evaluation and review	✓		AF/I/R	

Supporting and directing the overall raising of standards across a diverse student population	✓		AF/I/R	
Experience of curriculum planning, development and innovation	✓		AF/I/R	
Experience of working collaboratively with internal and external partners	✓		AF/I/R	
Experience of setting and managing budgets	✓		AF/I/R	
Proven track record of using systems for monitoring and tracking students' progress	✓		AF/I/R	
Successful experience of partnership working in the wider community or with other schools	✓		AF/I/R	
Experience in more than one school	✓		AF/I/R	
Special Skills and Knowledge				
Understanding of statutory requirements and relevant legislation relating to school leadership and management	✓		AF/I/R	
Proven track record of strategic and resource management	✓		AF/I/R	
Knowledge and understanding of the principles of school improvement including the strategic use of data and effective strategies for improving the quality of teaching and learning	✓		AF/I/R	
Knowledge of, and ability to identify and manage risk	✓		AF/I/R	
Experience of planning and managing staff development	✓		AF/I/R	

Ability to successfully manage change and promote distributive leadership	✓		AF/I/R	
Successfully working with partnerships, school agencies and stakeholders	✓		AF/I/R	
An understanding of all Key Stages – foundation to KS5	✓		AF/I/R	
Understanding of principles and practices of through schools	✓		AF/I/R	
Personal Qualities				
Clear vision, ambition and drive	✓		I/R	
Creativity, imagination, energy and commitment	✓		I/R	
Effective communication and inter-personal skills	✓		I/R	
Resilience, determination and a sense of humour	✓		I/R	
An understanding of and commitment to equal opportunities issues both within the workplace and the community in general	✓		I/R	
A commitment to the provision of anti-discriminatory and anti-oppressive practice	✓		I/R	
A commitment to safeguarding and promoting the welfare of children and young people	✓		I/R	
A commitment to raising achievement, attainment and aspirations	✓		I	
The ability to work under pressure and remain positive and enthusiastic	✓		I/R	
Conscientious, honest and reliable	✓		R	

An ability to display a clear and effective management style	✓		I/R	
Personal Circumstances				
A DBS at enhanced level	✓		DBS	
Exempt from the Rehabilitation of Offenders Act 1974. (All spent convictions to be declared)	✓		AF	
Physical Requirements				
No serious health problem which is likely to impact upon job performance (that is, one that cannot be accommodated by reasonable adjustments)	✓		I/R	
Good sickness/attendance record in current/previous employment, college or school as appropriate (not including absences resulting from disability)	✓		I/R	

Key: AF – Application form

I – Interview

R – References

CQ – Certificate of qualification

DBS – Disclosure and Barring Service

In the event of a large number of applicants meeting essential criteria, desirable criteria or occupational testing may be used as a further shortlisting tool.

Disabled applicants who meet essential shortlisting criteria will be guaranteed an interview.