

**Rawlins Academy**

**Vice Principal**

**Person Specification**

The successful candidate will have:

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| ***Training Experience and Qualifications*** | **Essential** | **Desirable** |
| Honours degree or equivalent |  |  |
| Qualified Teacher Status |  |  |
| Evidence of a commitment to continued professional development so as to sustain up-to-date knowledge and understanding of education |  |  |
| Evidence of continued and relevant professional development in school leadership and management |  |  |
| Completed or working towards Leadership qualifications such as; NPQSL, participation in Future Leaders Programme, NPQH or alternative qualifications. |  |  |
| ***Professional Qualities*** |  |  |
| Evidence of clear values and moral purpose which place pupils at the heart of all decisions |  |  |
| Demonstrating personal behaviour consistent with the school ethos and vision |  |  |
| Commitment to a curriculum that is creative and relevant to the interests and needs of all pupils, including their well-being |  |  |
| Absolute commitment to ensuring the safety and well-being of pupils |  |  |
| Proven record of being transparent and accountable to parents, governors, relevant external bodies and the local community |  |  |
| Track record of solution focused support for Leadership |  |  |
| ***Knowledge and Understanding*** |  |  |
| Evidence of a current knowledge and understanding of local, national and global education |  |  |
| Safeguarding training including; designated safeguarding lead |  |  |
| Excellent subject knowledge |  |  |
| Understanding of data and ability to use it effectively to enhance pupil performance |  |  |
| Participation in professional development |  |  |

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| ***Professional Skills and Abilities*** |  |  |
| Proven successful experience as an AHT or equivalent for 2 or more years in a secondary school |  |  |
| Proven successful experience as a DHT or equivalent for 2 or more years in a secondary school |  |  |
| Experience of teaching in more than one school across the whole secondary age range |  |  |
| A highly effective teacher with proven consistent good/outstanding teaching in the secondary classroom |  |  |
| Knowledge and understanding of how to maintain and raise the quality of teaching and learning across the school and a proven track record for doing so |  |  |
| Proven track record of efficient and timely management of workload and a flexible approach to crisis management and change |  |  |
| A high regard for administrative efficiency |  |  |
| Proven track record of analysis, evaluation and communication of progress data to ensure positive outcomes |  |  |
| Understanding and experience of designing and managing a school timetable |  |  |
| ***Leadership and Collaboration*** |  |  |
| Able to build, communicate and implement a coherent vision for the school in consultation with all stakeholders |  |  |
| Evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this |  |  |
| Proven ability to lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection |  |  |
| Proven ability to build a culture where pupils feel confident that their concerns will be listened to and acted upon |  |  |
| Proven ability to adapt to change, able to assess new ideas and embrace them if they improve pupils learning |  |  |
| Ability to encourage parents to play their part in their child’s learning (both in and out of school) |  |  |
| Knowledge and experience of working productively with the governing body and an understanding of its statutory duties |  |  |
| ***Management of people and resources*** |  |  |
| Proven experience of managing people, including staff performance reviews and supporting ongoing professional development |  |  |
| Proven experience of prioritising, setting and managing a range of processes to contribute to school improvement |  |  |
| Excellent organisational skills which maintain the smooth running of the school whilst maintaining a focus on the long-term vision |  |  |

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| ***Personal Qualities*** |  |  |
| Excellent interpersonal and communication skills |  |  |
| Enthusiasm, Commitment, Flexibility and Resilience |  |  |
| Ability to work well on own initiative and as part of a team |  |  |
| Excellent organisational skills |  |  |
| Ability to prioritise work and multi-task |  |  |
| Strong role model for pupils |  |  |
| Professional and friendly manner alongside a sense of humour |  |  |

**Once in post, the Vice Principal will:**

* continue to maintain and demonstrate high standards
* demonstrate a commitment to develop themselves professionally
* dress appropriately and smartly

**In addition, the post holder should have the ability to:**

* vocalise the school’s vision and aspiration to be an outstanding school
* be flexible to adapt to change
* have excellent attendance;
* be a role model and act as an ambassador for Rawlins Academy in and outside of the school

*THIS POST IS EXEMPT FROM THE REHABILITATION OF OFFENDERS ACT, 1974*

*We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment*