**Person Specification for the position of Principal of Academy?**

*Assessed by application (A)*

*Assessed by the recruitment process (R)*

| Criteria | Essential | Desirable |
| --- | --- | --- |
| Knowledge and Qualifications | | |
| Degree or equivalent | A |  |
| Qualified Teacher Status | A |  |
| Qualified to Advance Skills Teacher level | A |  |
| NPQH |  | A |
| Professional Experience | | |
| Senior Management Experience in a Good or Outstanding School or Academy |  | AR |
| Experience at Headteacher or Deputy Headteacher level or equivalent |  | A |
| Evidence of a strong contribution and impact to raising standards in your current school | AR |  |
| A proven track record of successful leadership and delivery of learning for asll groups of pupils | AR |  |
| Evidence of collaborative and inspirational leadership skills | AR |  |
| Experience in the analysis of performance data for the purposes of target setting and evaluation |  | A |
| Experience of monitoring and improving the quality of teaching and learning | AR |  |
| Proven experience of developing good working relationships with all stakeholders |  | A |
| Experience of effective behaviour management and a commitment to ensuring that student behaviour is outstanding |  | A |
| Personal Aptitudes, Qualities and Skills | | |
| Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, inspection findings and statutory requirements |  | R |
| Have a thorough understanding of curriculum development |  | R |
| Proven ability to plan strategically to deliver a school’s vision, ethos, priorities and targets |  | A |
| The ability to lead, influence and manage change |  | A |
| High expectations and standards in relation to attitude, uniform, behaviour, respect, productivity, attainment and achievement. | AR |  |
| A high profile role model with a strong visible presence and a professional approach that demands excellence and earns the respect of the entire school and wider community. | AR |  |
| Proven ability to create, build and retain effective staffing structures |  | AR |
| Up to date knowledge of Space related education strategies and ideas | AR |  |
| Excellent organisational skills | AR |  |
| Well-developed interpersonal and communication skills | AR |  |
| To be pro-active, innovative and versatile with a high level of drive, enthusiasm, resilience, reliability, integrity, and a sense of humour. | AR |  |
| Raising Aspirations | | |
| An understanding and drive to ensure that the Aspirations Academy continually strives to improve results and to work to ensure that each and every child achieves their potential | R |  |
| The ability to engender in each student self-worth, engagement in learning and a sense of purpose | R |  |
| The ability to embed the three guiding Principles and 8 Conditions that make a difference into the culture of the Academy | R |  |
| Leading Learning and Teaching | | |
| Evidence of being an outstanding classroom practitioner | AR |  |
| The ability to monitor and develop staff, evaluate performance, celebrate excellence and challenge poor performance | AR |  |
| Evidence of an understanding and desire to develop high levels of student engagement | R |  |
| Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance | AR |  |
| An Aspirations Academy | | |
| Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies | R |  |
| Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement | R |  |