

### Personal Specification - Vice Principal

	Requirements	Essential	Desirable
	<b>Experience</b>		
1.	Evidence of impact as a Senior Leader.		✓
2.	Previous track record of excellence in the classroom.	✓	
3.	Prior experience of monitoring teacher effectiveness with regard to standards and outcomes.	✓	
4.	Prior experience of challenging, developing and enhancing the teaching practice of others.	✓	
5.	Prior experience of management of competency/disciplinary procedures.		✓
6.	Evidence of managing successful self -evaluation, improvement and change initiatives within the education setting.	✓	
7.	Prior experience of developing the school curriculum and preparing associated staffing and resource costs.		✓
8.	Prior experience and understanding of line management of faculty/subject area(s).	✓	
9.	Prior experience of supporting middle leaders in the development of strategies to raise students' achievement.	✓	
10.	Prior experience of timetabling.		✓
11.	Prior experience of working with Governors.		✓
12.	Prior experience of working with parents and the wider community.	✓	
13.	Experience of taking responsibility for school leadership as delegated or in the absence of the Headteacher or Principal.		✓
14.	Prior experience of employer, further and higher education liaison, collaboration and engagement.		✓
	<b>Education &amp; Training</b>		
15.	Appropriate degree or equivalent.	✓	
16.	Qualified Teacher Status.	✓	
17.	Evidence of recent personal and professional development.	✓	
18.	NPQH – in development or achieved.		✓

	<b>Requirements</b>	<b>Essential</b>	<b>Desirable</b>
	<b>Knowledge</b>		
19.	Sound understanding of the requirements for effectively monitoring teacher effectiveness and measuring standards and outcomes.	✓	
20.	An understanding of the success factors contributing to managing successful change initiatives.	✓	
21.	A thorough understanding of the nature of learning and its implications for the development of effective teaching and behaviour strategies.	✓	
22.	A sound understanding of the strategies which help to raise students' attainment.	✓	
23.	An understanding of value-added measurement and benchmark data as tools for improving standards of students' achievement.	✓	
24.	An understanding of up-to-date educational developments, nationally.	✓	
	<b>Skills/Aptitudes</b>		
25.	Ability to monitor teacher effectiveness with regard to standards and outcomes.	✓	
26.	Ability to delegate within appropriate parameters and hold people accountable for that delegated responsibility.	✓	
27.	Ability to effectively manage change initiatives.	✓	
28.	Ability to effectively manage a team.	✓	
29.	Ability to think critically, flexibly and positively in the face of complex issues.	✓	
30.	Ability to perceive the role as part of the whole-school context and development.	✓	
31.	Ability to communicate easily, sensitively and effectively, both orally and in writing, to a range of stakeholders within the school's internal and external communities.	✓	
32.	Ability to motivate, inspire and relate appropriately to staff and students in a variety of contexts.	✓	
33.	Ability to effectively and efficiently prioritise.	✓	
34.	High order organisational and administrative skills.	✓	

	<b>Requirements</b>	<b>Essential</b>	<b>Desirable</b>
	<b>Specific requirements</b>		
35.	Demonstrate a positive team approach to work.	✓	
36.	Ability to establish the very highest levels of Safeguarding and Health and Safety procedures.	✓	
37.	Committed to continuous self-improvement.	✓	
38.	A keen sense of professionalism.	✓	
39.	Flexible approach to work to meet the requirements of the post.	✓	
40.	A commitment to equal opportunities and inclusion.	✓	
41.	A commitment to high expectations for staff and students.	✓	
42.	Excellent attendance record.	✓	
43.	A commitment to partnership and collaborative working.	✓	
	<b>Suitability to work with children</b>		
44.	Valid DBS clearance.	✓	
45.	Medical clearance.	✓	