

Personal Specification: Assistant Principal (Post-16)

Qualifications & Training

- Degree-level qualification (or equivalent).
- Qualified Teacher Status (QTS) or equivalent post-16 teaching qualification.
- Evidence of ongoing professional development, including leadership training.
- Desirable: NPQSL/NPQH or willingness to undertake relevant leadership qualifications.

Knowledge & Understanding

- Strong understanding of the post-16 landscape, including curriculum pathways (A-levels, vocational, T-Levels, apprenticeships).
- Clear grasp of safeguarding, Prevent, and statutory responsibilities for 16–19 provision.
- Deep knowledge of effective teaching, learning, and assessment strategies.
- Understanding of data analysis and how to use it to drive improvement.
- Awareness of Ofsted Education Inspection Framework and its implications for post-16 provision.
- Knowledge of strategies to support attendance, behaviour, and student wellbeing in a post-16 context.

Experience

- Successful track record of improving outcomes for learners aged 16–19.
- Experience in leading teams, managing change, and driving whole-school or whole-college improvement.
- Evidence of effective line management, performance management, and staff development.
- Experience in curriculum planning, timetabling, or quality assurance.
- Demonstrated success in building partnerships with employers, universities, or external agencies.
- Experience in leading safeguarding or pastoral systems (desirable but not essential).

Skills & Abilities

- Ability to analyse complex data and use it to inform strategic decisions.
- Strong communication skills, both written and verbal, with the ability to influence and inspire.
- Capacity to lead high-performing teams and build a positive, collaborative culture.
- Ability to manage competing priorities and work under pressure.
- Skilled in problem-solving, conflict resolution, and decision-making.
- Confident in using digital tools and MIS systems to support leadership and monitoring.

Personal Qualities

- High expectations for students and staff, with a commitment to excellence.
- Resilient, reflective, and able to adapt to changing circumstances.
- Approachable, empathetic, and student-centred in all decision-making.
- Integrity, professionalism, and a strong moral purpose.
- Commitment to equality, diversity, and inclusion.
- Passion for post-16 education and a belief in the potential of every learner.

Leadership Behaviours

- Leads by example and models professional standards.
- Builds trust and positive relationships across the organisation.
- Encourages innovation and supports staff to take risks.
- Uses coaching approaches to develop others.
- Communicates a clear vision and motivates others to achieve it.