

Vice Principal– Person Specification

The person specification provides an outline of the experience, skills and abilities expected of the post holder.

We will base the selection process on these criteria. At each stage of the process, we will assess the merits of each application to determine how far the criteria have been met.

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| **Criteria** | Essential | Desirable |
| **Education/Qualifications:**   * Graduate * DCSF Qualified Teacher Status * Higher degree, professional qualification or strong track record of professional development and updating knowledge * NPQH qualification or participation | x  x  x | x |
| **Professional knowledge, skills and competences:**   * Outstanding leadership and management skills, inspiring confidence in staff and students so that they can succeed and achieve their personal best * Outstanding teacher of students with a range of abilities * Substantial knowledge and understanding the strategies most likely to maximise the levels of educational achievements by all learners at the Academy. * Substantial knowledge of recent developments in teaching and learning * Excellent communication and presentation skills, both written and oral * Extensive knowledge of the applications and potential of ICT; high level of ICT skills as both a curricular and administrative tool. * Practical understanding of the legislation relating to Health and Safety in respects of schools as employers and as educators of young people. * Knowledge of current educational developments and legislative changes. * Awareness of the major changes in the curriculum currently facing all schools, including 14 -19, and the monitoring and evaluation of learning, teaching and curriculum. * Knowledge of the principles of assessment and effective record - keeping and their use to promote the education, personal development and progression of the students. * Understanding of the nature and needs of students and communities in inner city areas, such as Islington. | x  x  x  x  x  x  x  x  x  x | x |
| **Criteria** | **Essential** | **Desirable** |
| **Experience:**   * More than ten years’ teaching experience (11-19) * Successful leadership experience in a large secondary school * Team leadership experience in more than one large secondary school * Practical experience of successfully promoting equality of opportunity * Leadership experience in relation to the development of teaching and learning * Leadership experience in relation to pastoral care * Engagement in action research * Delivery of INSET * Successful experience of leading and managing staff and resources and developing education strategies in a school in the context of change. * Effective partnership working with other agencies, for example, local authority, OFSTED, Further and Community Education Services, Business, Feeder Primaries and Partner Schools. * Successful experience of introducing or implementing major innovations in a school * Management and use of financial resources in relation to a similar post * Ability to exercise effective staff management, and to lead and motivate others. * Ability to generate effective working relationships at all levels. * The potential to develop education programmes to meet individual learning needs. * Experience of effective quality assurance approaches, including staff performance management and staff development. | x  x  x  x  x  x  x  x  x  x  x  x  x | x  x  x |
| **Personal qualities:**   * Potential for Headship * Discretion, tact and integrity * Personal tenacity and resilience to ensure progress, sometimes against the odds * Ability to work with patience and good humour within short timescales * Good interpersonal and motivational skills * Initiative and self-motivation * Flexibility, creativity and the ability to think laterally * Stamina and a capacity for hard work * Good time management skills * Ability to be reflective and self-critical | x  x  x  x  x  x  x  x  x  x |  |

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| **Criteria** | Essential | Desirable |
| **Commitment to:**   * The implementation of Equal Opportunities practice throughout the Academy. * The implementation of the Academy’s policy of inclusive education. * The involvement of the Trust in the organisation of the Academy. * The promotion of community education and parental and community involvement in, and access to, the Academy. * Working towards the overall success of the Academy. | x  x  x  x  x |  |