



Person Specification – Principal

	Essential	Desirable	Key
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • To be educated to Degree level (or equivalent) • Recognised leadership qualification 	<ul style="list-style-type: none"> • Higher Degree qualification • Postgraduate SEN courses • Interest in promoting positive mental health and wellbeing outcomes in education. 	A
Experience	<ul style="list-style-type: none"> • Significant, recent and relevant experience as a Principal. Deputy or Assistant Principal • Significant teaching experience with pupils with a range of SEN • A recent senior leadership post for at least 3 years • Implementation of effective teaching strategies which ensure all children make progress. • A proven track record of successful leadership • Appraisal process. • Recruitment and selection. • Monitoring and evaluation teaching. 	<ul style="list-style-type: none"> • Monitoring and development of actions plans to address issues identified. • School self-evaluation and school improvement planning. • Curriculum leadership and development • Experience of working with and involving school Governors. • Delivery of resources to promote positive wellbeing for children. 	A, I & R
Knowledge	<ul style="list-style-type: none"> • Strategies which help to raise pupils' achievement • Good understanding of a range of learning difficulties and SEND needs • Behaviour Support policies and practice • Up to date knowledge of statutory regulations and guidance relating to the post including understanding of Ofsted requirements/Framework 	<ul style="list-style-type: none"> • Current trends in educational development 	A & I

	<ul style="list-style-type: none"> • Resource and signpost to relevant resources in respect of promoting positive student mental health. • Safeguarding children and young people • What constitutes a good/outstanding school • The process of strategic planning and school self-evaluation • Ways to communicate and translate a shared vision into practice • Leading the management of change • Application of new technologies to teaching, learning and management • Comparative data and key performance indicators to establish benchmarks and set targets for improvements • National policy framework and current educational legislation and initiatives • Principles of effective teaching and assessment for learning • Roles and responsibilities of Governing Body, LA and of the requirements for accountability • School budget management and financial responsibilities • Strategies for fostering school improvement, including attendance and behaviour for learning • Equal opportunities and commitment to their pursuit • Legal issues relating to school management • Awareness of the Equality Act 2010 and protected characteristics. 		
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Skills, Abilities	<ul style="list-style-type: none"> • Excellent organisational skills • Ability to communicate effectively in writing and orally • Ability to lead and manage own work effectively and take responsibility for own professional development • Ability to think strategically • Able to establish and develop good relationships and liaise effectively with all stakeholders • Analysis of data, to evaluate the performance of pupils' progress and plan an appropriate course of action for whole school improvement • Support, motivate and inspire both colleagues and pupils by leading through example 		A, I & R
Professional Development	<ul style="list-style-type: none"> • Committed to personal and professional development 		I & R
Personal Qualities	<ul style="list-style-type: none"> • Flexible and approachable • Ability to develop and maintain positive working relationships within school and with external agencies. • Resilient under pressure • Relating positively to and showing respect for all members of school and wider community 		I & R
Other	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of Disability Discrimination Act 1995. • Be capable of moving and handling within 		A, I, R

	school policies and procedures		
Values	<ul style="list-style-type: none"> • An awareness of the School/Trusts equal opportunities policy • Displays commitment to the protection and safeguarding of young people • Values and respects the views and needs of young people • Is willing to work within organisational procedures and processes and to meet required standards for the role • Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children 		A/I

Key:

A	Application	I	Interview	R	Reference
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TEAM Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to satisfactory references and enhanced DBS clearance