

Senior Vice Principal - Person Specification

Criteria	Essential	Desirable	Method of assessment
Education and qualifications	<ul style="list-style-type: none"> ▪ A good honours degree ▪ DfE recognised qualified teacher status 	Further relevant leadership and management qualifications- eg NPQH, NPQSL etc	Application form and certificates
Experience	<ul style="list-style-type: none"> ▪ Experience of teaching in a secondary school ▪ Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards ▪ Proven track record as a teacher whose students reach high standards of learning and achievement ▪ A track record demonstrating a commitment to high standards, continuous improvement, and quality assurance ▪ Successful leadership, management, and development of a significant, recent initiative with measurable positive impact ▪ Successful experience of strategic leadership and management ▪ A track record of effectively leading, managing, and motivating students and staff and developing team approaches ▪ Clear vision for and proven track record of raising attainment and achievement at Key Stages 3, 4 and 5 and dealing with underachievement 		Application form, skills audit, references and interview

Professional Development	<ul style="list-style-type: none"> ▪ Evidence of continual professional development ▪ Evidence of keeping up to date with educational thinking and knowledge ▪ A strong commitment to quality professional development of staff ▪ The drive to develop the capabilities of others and help them realize their full potential 		Application form, references and interview
Knowledge and Skills	<ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to the use of authority and maintaining discipline ▪ Knowledge of the various leadership styles and practices and their effects in different contexts within schools ▪ Knowledge and understanding of the implications of recent legislation, development and initiatives in secondary education ▪ Knowledge of the curriculum at Key Stages 3, 4 and 5 ▪ Knowledge of OFSTED requirements and self-evaluation ▪ Ability to interpret and analyse school performance data ▪ Knowledge and understanding of the use and potential of ICT to develop learning and raise standards ▪ Expertise in making reliable and valid judgements regarding the 	<ul style="list-style-type: none"> ▪ DSL trained ▪ SENCO trained 	Application form, interview and references. Skills audit In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours; and ▪ attitudes to the use of authority and maintaining discipline

	<p>quality of teaching and learning</p> <ul style="list-style-type: none"> ▪ Ability to lead and manage people within and beyond the school community to work towards common goals ▪ Ability to prioritise and manage own time effectively and work under pressure and to deadlines ▪ Ability to maintain strictest confidentiality and integrity at all times ▪ Ability to establish a positive ethos with an accent on high achievement for all ▪ Ability to empathize with the needs of students and to be firm but fair and consistent ▪ An effective communicator and motivator of students and staff ▪ Ability to enable and empower others ▪ A team player with the ability to establish good working relationships with staff, students, and parents/carers ▪ The ability to communicate clearly and concisely both verbally and in writing at all levels ▪ The ability to set clear expectations and parameters and to hold others to account for their performance ▪ The ability to challenge underperformance ▪ Ability to deal with problems in a positive and systematic manner 		
<p>Personal qualities</p>	<ul style="list-style-type: none"> ▪ A positive attitude to continuous improvement ▪ A positive and practical approach to change and challenge 		<p>Application form, references and interview</p>

	<ul style="list-style-type: none"> ▪ Willingness to challenge inefficiency, ineffectiveness, or complacency ▪ The ability to lead, inspire and motivate ▪ A commitment to do everything possible for each student and to enable all students to be successful ▪ Relentless energy for setting and meeting challenging targets ▪ A healthy competitive attitude that shows a real desire for excellence ▪ An unequivocal positive role model to staff and students ▪ A commitment to justice, quality of opportunity and to comprehensive education ▪ A capacity for hard work ▪ A capacity to innovate inspire and motivate ▪ A sense of humour, warmth, energy, stamina, and resilience ▪ The professional respect of colleagues 		
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