

# Vice Principal Person Specification



<b>Qualifications</b>	<b>Essential Desirable</b>
• Degree or Equivalent	E
• Qualified Teacher Status	E
• Evidence of further training in preparation for a leadership role eg NCSL, NPQH, Aspiring senior leaders' course	E
• At least 2 years of relevant leadership experience	E
• Experience in more than one school	D
• Professional development relevant to the post	E
<b>Professional Knowledge and Understanding</b>	<b>E or D</b>
• Has an understanding of current educational issues	E
• Has experience of leadership in a residential setting	D
• Effective learning and teaching strategies	E
• Experience in a specialist school, SENCO experience	D
• Knowledge of the secondary curriculum and national strategies	E
• Led initiatives across the school	E
• Experience of development planning	E
• Use data effectively to produce academy performance reports	E
• Effective user of ICT. Able to use wide range of management software	E
• Experience of Performance Management	E
• The ability to translate vision into practice	E
• Developed partnerships with governors, parents, businesses and the wider community	D
<b>Experience and Current Practices</b>	
• Create and secure commitment to a clear strategic vision for an effective school	E
• Successful experience in improving achievement / progress / outcomes for young people	E
• Awareness / Experience of a wide range of curriculum models	D
• Successful experience of initiating a range of leadership styles to manage change at a strategic level	E
• Lead, support and work as part of a high-performing team	E
• Act a role model for students and staff by setting high personal and professional standards	E
• Motivate and inspire students, staff, parents, governors and the wider community	E
• Deal sensitively with people and resolve conflicts	E
• Develop a coaching role / model	D
• Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation	E
• Experience of leading a core curriculum subject area in school and delivering it to the full range of ability including accreditation at BTEC or GCSE.	E
<b>Skills and Personal Qualities / Characteristics</b>	
• Be an outstanding leader	E
• Be an outstanding classroom practitioner able to secure student engagement in learning	E
• Demonstrate the ability to identify tasks and drive projects forward to successful completion	E

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• Possess excellent communication skills. Able to engage a variety of audiences	E
• Ability to analyse complex issues and to think both creatively and strategically	E
• Ability to apply and adapt national initiatives in a local context	E
• A commitment to comprehensive and inclusive education	E
• Personable, approachable, whilst still inspiring respect and personal and professional credibility	E
• Ability to work under pressure whilst maintaining a positive and creative attitude	E
• To be resilient	E
• To have a sense of humour!	E