

Person Specification



POST: ASSISTANT VICE PRINCIPAL Student Support and Progress

Salary Range/Grade: Leadership Pay Scale - points 11-15
Responsible to: Vice Principal

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected
 Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Qualifications	Honours Degree or Equivalent Qualified Teacher Status	A, Q A, Q	Evidence of further professional development or other qualifications	A, Q
Professional Experience	Experience and understanding of academic mentoring, student pastoral support, student well-being and child protection and safeguarding across the secondary age.	A, R	Experience of coaching and mentoring	A, R
	Significant and successful management responsibility such as leading and managing a department	A, R	Experience of working with and engaging the involvement of external partners, governors, parents and the wider community	A, R
	Successful experience of raising achievement	A, R, I	Experience of pastoral intervention work	A, R, I
	Proven track record of successful leadership of a whole school responsibility	A, R, I		
	Responsibility for developing, monitoring and evaluating aspects of school provision	A, R, I		
Experience of contributing to self-evaluation and school development planning	A, R, I			

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Professional Experience (continued)	Evidence of monitoring, evaluating and reviewing the performance of individuals and teams through a robust appraisal system	A, R, I		
	Evidence of successful delivery of training and development at a whole school level	A, R, I		
Skills	Ability to positively influence others and reduce conflict	R		
	Ability to motivate, lead and manage people to work both individually and in teams via a variety of influencing strategies	R I		
	Ability to implement change and plan strategically	I		
	Outstanding communication skills, with a range of audiences both orally and in writing	I		
	Understanding, analysis and interpretation of school performance data	I		
	Ability to prioritise, work under pressure and meet deadlines	I		
	Effective problem solving skills	I		
	Effective administration and organisational skills			
Knowledge and Understanding	In-depth and up-to-date knowledge of student support development and effective pedagogy	A, I		
	A proven track record as an excellent teacher	A, R, I		
	Knowledge of the curriculum	I		
	Sound understanding of assessment, recording and reporting	A, I		
	Understanding of how the effective use of data and target setting can raise standards	I		

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Knowledge and Understanding (continued)	Knowledge and understanding of safeguarding	A, I		
Personal Attributes	<p>Value all children and be committed to the development of the whole child</p> <p>Relate well to students, staff and parents and care about their individual needs and inspire them to aspire</p> <p>Able to adapt to changing circumstances and new ideas in a positive and creative manner</p> <p>Has high expectations of self and others</p> <p>Good judgment</p> <p>Energy and enthusiasm</p> <p>Integrity and loyalty</p> <p>Commitment to an open, collaborative style of management</p> <p>A good sense of humour</p> <p>Resilience, determination and passion to succeed</p>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>		
Equal Opportunities	Knowledge of and commitment to equal opportunities issues as they relate to education and schools	A, I, R		

(A = Application Form, I = Interview, Q = Proof of Qualification or evidence of relevant recent experience)

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful applicants will be required to undergo pre-appointment checks appropriate to the post, including checks with past employers and Enhanced Disclosure and Barring Checks’.