PERSON SPECIFICATION- Assistant Principal – Curriculum and Standards

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	**Essential/Desirable**	**How Identified**
❑ Qualified Teacher Status	**E**	Application form/Interview/ Task (if applicable)
❑ Degree or equivalent	**E**	
Knowledge & Experience	**Essential/Desirable**	**How Identified**
❑ Knowledge and experience in Key Stage 3 / Key Stage 4	**E**	Application form/Interview/ Task (if applicable)
❑ Proven experience as an effective teacher with a proven record of raising standards through your own teaching	**E**	
❑ Proven experience of raising standards through managing the work of a team of teachers	**E**	
❑ Proven experience of introducing and managing effective interventions when pupils are not making expected progress	**E**	
❑ Proven experience of supporting other colleagues to develop effective teaching	**E**	
❑ Experience of identifying and addressing the training needs of staff (teachers and support workers)	**E**	
Skills & Key Criteria	**Essential/Desirable**	**How Identified**
❑ Ability to relate positively to all children, regardless of phase, in order to ensure that they develop as confident learners, determined to achieve their potential	**E**	Application form/Interview/ Task (if applicable)
❑ Leadership and people management skills	**E**	
❑ Ability to prioritise workload effectively to meet deadlines	**E**	
❑ Excellent communication and inter-personal skills, including tact and diplomacy	**E**	
❑ Ability to relate positively to all children of secondary age in order to ensure that they are confident learners and determined to achieve their potential	**E**	

❑ Clear understanding of the importance of effective assessment, planning, monitoring progress and attainment and monitoring strategies to raise academic standards	**E**	
❑ Clear understanding of the importance of effective welfare and pastoral support in raising academic standards	**E**	
❑ Ability to establish, lead, manage and monitor the work of teams	**E**	
❑ Clear understanding of the change process and the ability to manage change	**E**	
❑ Clear understanding of the role of accountability in raising standard	**E**	
❑ Clear understanding of the parameters for appropriate curriculum design to meet the needs of all learners	**E**	
Personal Attributes	**Essential/Desirable**	**How Identified**
❑ A supportive and co-operative team member	**E**	Application form/Interview/ Task (if applicable)
❑ Standards driven	**E**	
❑ Ability to work outside normal academy hours in line with academy and community needs	**E**	
❑ Ability to travel to multi-site locations across the Trust	**E**	
❑ Excellent communication skills with proven ability to communicate with a range of stakeholders including teachers, parents and other professionals	**E**	
❑ Ability to relate well to children and young people and members of the community	**E**	
❑ Excellent team work skills including, the ability to be a good team member as well as team leader	**E**	
❑ A flexible approach	**E**	
❑ Ability to manage own time well to meet competing demands	**E**	
❑ A positive attitude and commitment to equality	**E**	
Equal Opportunities	**Essential/Desirable**	**How Identified**
❑ Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	**E**	Application form/Interview/ Task (if applicable)
❑ Commitment to equal opportunities policies relating to gender, race and disability in an educational context	**E**	
Safeguarding	**Essential/Desirable**	**How Identified**
❑ Commitment to the protection and safeguarding of children and young people	**E**	Application form/Interview/ Task (if applicable)
❑ Has up to date knowledge of relevant legislation and guidance in relation to working with young people	**D**	

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