



PERSON SPECIFICATION – Vice Principal Pastoral

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
<input type="checkbox"/> Good honours degree	E	Application form and Selection Process
<input type="checkbox"/> QTS	E	
<input type="checkbox"/> DSL Training	D	
<input type="checkbox"/> Evidence of further relevant training	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and understanding of the challenges that face pastoral and welfare leaders and ability to respond effectively.	E	Application form and Selection Process
<input type="checkbox"/> Significant senior experience of strategically and operationally managing pupil behaviour, attendance and development in a secondary school	E	
<input type="checkbox"/> Experience of being a DSL	D	
<input type="checkbox"/> Experience of being a coach and mentor to staff	E	
<input type="checkbox"/> Knowledge and understanding of the challenges that face pastoral and welfare leaders and ability to respond effectively	E	
<input type="checkbox"/> Knowledge of the inclusion and behaviour curriculum agenda	E	
<input type="checkbox"/> Knowledge of guidance and processes linked to alternative provision	E	
<input type="checkbox"/> Proven and sustained ability as a successful leader to at least Assistant Principal level	E	
<input type="checkbox"/> Proven ability as an outstanding teacher at KS3 and KS4 including recent teaching at KS4	E	
<input type="checkbox"/> Recent experience of working with secondary pupils beyond teaching your subject	E	
<input type="checkbox"/> Ability to effectively communicate with a wide range of professionals and in a wide range of contexts	E	
<input type="checkbox"/> Experience of working effectively on own initiative as well as part of a team	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
Training	Essential/Desirable	
<input type="checkbox"/> Willingness to participate in CPD and the ability to lead CPD	E	

<input type="checkbox"/> Evidence of relevant CPD	D	Application form and Selection Process
<input type="checkbox"/> Evidence of pupil welfare/pastoral specific training	E	

Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Ability to form strong and effective relationships with pupils of all ages but in particular those of secondary school age	E	Application form and Selection Process
<input type="checkbox"/> Skilled in effective use of behaviour management strategies that recognise the positives, are age appropriate and reflect reasonable adjustment	E	
<input type="checkbox"/> Proven capacity to work innovatively and independently	E	
<input type="checkbox"/> Understanding of the wide range of welfare issues that secondary school pupils present	E	
<input type="checkbox"/> Excellent team leadership management and development skills	E	
<input type="checkbox"/> Solution focused	E	
<input type="checkbox"/> Ability to plan for progress and development	E	
<input type="checkbox"/> Excellent interpersonal and communication skills in dealing with colleagues, and all those people and organisations with whom the Academy works in partnership	E	
<input type="checkbox"/> Organise and develop effective systems and processes	E	
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Able to think logically and calmly when with competing demands	E	
<input type="checkbox"/> Tenacity, flexibility and the ability to work with competing demands	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> High standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Excellent numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	
<input type="checkbox"/> Able to take initiative	E	
<input type="checkbox"/> Excellent interpersonal skills and confident communicator	E	
<input type="checkbox"/> Excellent problem solver	E	
<input type="checkbox"/> Ability to understand and manipulate numerical & statistical data	D	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the academy together with high standards of education, care and behaviour	E	
Professional Qualities	Essential/Desirable	How Identified
<input type="checkbox"/> Abide by the academy's policies	E	

<input type="checkbox"/> Evidence of raising standards at whole school level	E	Application form and Selection Process
<input type="checkbox"/> Prepared to work flexibly to meet the best interests of the Academy	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Professional standards of working practice, including performance and conduct	E	
Circumstances - Personal	Essential/Desirable	How Identified
<input type="checkbox"/> The post holder will be required to be flexible with working hours and may be required to work unsociable hours, including weekends and evenings and during Academy holiday periods	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)	E	
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> 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	Selection Process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	