*Our Vision:*

 *To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

**Shirley High Academy**

**Performing Arts College**

***Striving for Excellence***

**Person Specification:**

Post: Assistant Principal

Line Manager: Principal

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| **Qualification** | Essential | Desirable |
| Honours degree or equivalent / Graduate status in subject area or related subject | √ |  |
| Qualified Teacher Status | √ |  |
| Evidence of commitment to continuing professional development / Evidence ofrelevant post-graduate training | √ |  |
| Additional teaching qualifications or training |  | √ |
| **Professional and Experience** | Essential | Desirable |
| Passion for learning and inspiring others | √ |  |
| Experience of leading training and development |  | √ |
| Experience of line managing Middle Leaders |  | √ |
| Experience of 11-18 education and ability to teach all phases of learning | √ |  |
| Recent experience of working effectively with outside agencies, local communityand Governing Body |  | √ |
| Track record of improving student performance and outstanding studentprogress | √ |  |
| Experience of leadership in a least two schools |  | √ |
| Strong classroom management skills and excellent practitioner | √ |  |
| Ability to form and maintain appropriate relationships and personal boundarieswith staff and students | √ |  |
| Ability to work closely within a leadership team and provide professionalchallenge and take constructive feedback on board in a professional manner | √ |  |
| Evidence of active involvement in school-wide provision or initiatives includingSaturday and holiday provision for identified students | √ |  |
| Evidence of raising student achievement in line with expectations and where possible above national averages | √ |  |
| Evidence of strategic thinking | √ |  |
| Experience of involvement in developing and supporting colleagues throughcoaching, mentoring etc. |  | √ |
| Have overall understanding of National Curriculum and developments affectingsecondary education and curriculum developments | √ |  |
| Knowledge of best practice and procedures for safeguarding children and youngpeople | √ |  |
| **Skills** | Essential | Desirable |
| Sound knowledge of current educational developments, including the use of ITand Remote Learning expertise | √ |  |
| Strong analytical skills with regards leadership and getting the best out ofcolleagues |  | √ |
| Ability to use target setting to create an aspirational environment for both students and staff |  | √ |
| Ability to hold staff to account, drive improvement and challengeunderperformance | √ |  |
| Active involvement in curriculum development initiatives | √ |  |
| Ability to analyse data to effectively track student progress and specifically all sub groups | √ |  |
| Experience of managing a budget and resources successfully |  | √ |
| Ability to recognise individual learning needs and ensure adequate curriculum provision | √ |  |
| Commitment to raising the achievement of all students of all abilities | √ |  |
| The ability to lead and motivate colleagues including performance management and continuous professional development to enhance their ability to deliver onthe values of the school | √ |  |
| Evidence of effectively using assessment data to inform learning and teaching | √ |  |
| Recognition of the need for partnerships and effective collaboration with other schools, agencies and organisations | √ |  |
| Willingness to offer intervention, extended learning and catch up in line with leadership expectations | √ |  |
| An appreciation of the challenges and social context of the school’s catchmentarea | √ |  |
| Evidence of involvement in pastoral care, the ability to maintain behaviour in line with the expectations of the school and to support children’s learning and social development | √ |  |
| **Personal Attributes** | Essential | Desirable |
| Respect for all and consistently demonstrate the values of the school | √ |  |
| Relentless drive for improvement and success. Strong belief that students havethe potential to be the best | √ |  |
| Ability to work effectively as part of a team | √ |  |
| Excellent organisational skills, ability to work under pressure and meet deadlines | √ |  |
| Ability to plan, monitor, evaluate and review | √ |  |
| Communicate clearly and concisely both verbally and in writing, with allstakeholders (students, parents, colleagues, external contacts, etc.) | √ |  |
| Ability to create innovative solutions to solve problems | √ |  |
| Be enthusiastic and positive in the face of challenges and change | √ |  |
| Be trusted and trust others ensuring commitments are kept | √ |  |
| Ambition, set personal challenging goals and targets | √ |  |
| The ability to effectively manage the process of change, including monitoring andsetting of targets | √ |  |
| Has the desire for learning the role of Deputy Principal with evidence of ambitionto develop and progress |  | √ |
| To be a visible member of SLT who leads by example and is accessible, responsiveand accountable | √ |  |
| Be able to manage time effectively and be very generous and flexible with yourown time | √ |  |

We want all at SHS to believe in and maintain the values of our school:

