**** *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: Deputy 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 of relevant 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 significant line management | √ |  |
| Experience of 11-18 education and ability to teach all phases of learning | √ |  |
| Recent experience of working effectively with outside agencies, local community and Governing Body | √ |  |
| Track record of improving student performance and outstanding student progress | √ |  |
| Experience of leadership in a least two schools |  | √ |
| Strong classroom management skills and excellent practitioner | √ |  |
| Ability to form and maintain appropriate relationships and personal boundaries with staff and students | √ |  |
| Proven track record of sustained strategic impact on middle leadership and above | √ |  |
| Evidence of active involvement in school-wide provision or initiatives including  Saturday 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 through coaching, mentoring etc. | √ |  |
| Have overall understanding of National Curriculum and developments affecting secondary education and curriculum developments | √ |  |
| An understanding of how to lead a team of diverse people with an understanding of issues of EDI |  | √ |
| An awareness of recent developments in Ofsted process |  | √ |
| Experience of observing lessons and providing developmental feedback | √ |  |
| Awareness of strategies that ensure engagement and progress with regards to behaviour, SEN and PP | √ |  |
| Experience of safer recruitment and deployment of staff | √ |  |
| A vision and talent for marketing in the school to the local community |  | √ |
| Knowledge of best practice and procedures for safeguarding children and young people | √ |  |
| **Skills** | Essential | Desirable |
| Sound knowledge of current educational developments, including the use of IT and Remote Learning expertise | √ |  |
| Strong analytical skills with regards leadership and getting the best out of colleagues | √ |  |
| Ability to use target setting to create an aspirational environment for both students and staff | √ |  |
| Ability to hold staff to account, drive improvement and challenge underperformance | √ |  |
| 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. Showing effective financial planning and obtaining best value for money |  | √ |
| 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 on the 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 catchment area | √ |  |
| Evidence of involvement in pastoral care. The ability to manage behaviour in line with the expectations of the school 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 have the potential to be the best | √ |  |
| 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 all stakeholders (students, parents, colleagues, external contacts, etc.) | √ |  |
| Ability to create innovative solutions to solve problems | √ |  |
| Display integrity, be trusted and trust others ensuring commitments are kept and any conflicts resolved in a sensitive manner. The ability to encourage and motivate | √ |  |
| Be able to show commitment and take ownership and follow things through to  completion | √ |  |
| Take the initiative and invest in relationships and responsibilities with enthusiasm | √ |  |
| Respect facts and evidence and show openness, be inclusive of others and seek support, where necessary | √ |  |
| Ambition, set personal challenging goals and targets |  | √ |
| The ability to effectively manage the process of change, including monitoring and setting of targets | √ |  |
| To be a visible member of SLT who leads by example and is accessible, responsive and accountable | √ |  |
| Be able to manage time effectively and be very generous and flexible with your  own time | √ |  |

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

