

ASSITANT VICE PRINCIPAL – PERSONAL DEVELOPMENT PERSON SPECIFICATION

	Essential	Desirable
Qualifications	Qualified Teacher Status	
	Good Degree	
	Clear evidence of continuing professional development	Accredited post graduate training (NPQH, ML/SL etc)
Experience	Extensive experience of leading, co-ordinating and monitoring across The Academy	Evidence of reflective practice leading to improved skills
	Clear evidence of line managing staff	Experience in more than one school
	Clear evidence of successful teaching across the full ability and age range and at examination level	
	Experience of leading a whole Academy initiative.	
	Experience of working with governance	
	Clear evidence of raising student achievement across the Academy	
	Implementing curriculum development that has led to raising standards or improvements in the Academy's teaching and learning	
Knowledge and Understanding	Up to date knowledge of the National Curriculum	
	Strategies for social inclusion, personalised learning and differentiation across a mixed ability range	

	Strong belief in helping all colleagues to become the best they can be	
	Exceptional enthusiasm for learning	
	Current national developments in education, teaching and learning	
Skills/Qualities	Effective organisational skills with the ability to meet deadlines	
	Ability to gather, analyse and interpret data for effective target setting	
	Dynamic and innovative approach to teaching and learning developments within a department	
	Ability to model effective teaching methods in order to raise achievement	
	Ability to assess and promote students' progress in a variety of ways.	
	Good interpersonal and communication skills	
	Confident use of ICT	
	Ability to plan strategically in order to raise achievement	
	Ability to lead and influence others	
	Ability to build positive working relationships with colleagues and provide support through coaching/line management	
	Ability to write clear, concise reports	

	Ability to carry out lesson observations, provide feedback and set suitable targets	
	Ability to lead, manage and implement changes to the curriculum	
	Ability to motivate and effectively manage students in large groups and individually	
	Strong commitment to the values and ethos of the school	
Personal Attributes	Commitment to the comprehensive ideal, social inclusion and to raising standards for all students	
	An interest in young people, how they learn and in developing ways of removing barriers to learning	
	Interest in developing interventions to counteract disadvantage, prevent underachievement and improve the literacy levels of all students	
	A belief in the importance of team work and a collaborative approach	
	Commitment to and understanding of collective responsibility and distributed leadership	
	Willingness to attend outside meetings and to work outside the timetabled day	
	Flexible approach and a sense of proportion	
	Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour	

	Enthusiasm	
	Good organisational and time-management skills	
	Ability to demonstrate sound judgement and decision making skills	
Equal Opportunities	Commitment and contribution to School Equal Opportunities Policy	

High Expectations lead to High Achievers