

## HARMONIZE ACADEMY ASSISTANT PRINCIPAL: PERSON SPECIFICATION

Essential	Desirable	Evidence
<b>Qualifications and experience</b> <ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Teaching experience within the designated age range.</li> <li>• Head of Department experience within the designated age range</li> <li>• Knowledge of all aspects of good practice in terms of learning and teaching.</li> <li>• Knowledge of child safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.</li> <li>• Understanding of current approaches to attendance and behaviour management procedures at various levels.</li> <li>• Understanding and experience of working with children who are vulnerable, abused or exploited and the subject of a CP plan.</li> <li>• Experience of consulting, engaging and communicating with staff, pupils, parents and carers to improve attendance and behaviour.</li> </ul>	<b>Qualifications and experience</b> <ul style="list-style-type: none"> <li>• Further relevant professional studies.</li> <li>• Experience of more than one school/academy.</li> <li>• Knowledge and experience of SEN issues.</li> <li>• Knowledge of data assessment, reporting and recording</li> <li>• Experience of conducting / overseeing exams</li> <li>• Understanding of current developments in secondary education.</li> <li>• Knowledge and understanding of issues related to equal opportunities and their implications for classroom practices in teaching.</li> </ul>	<p>Application form</p> <p>Certificates</p> <p>References</p>

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<p><b>Leading strategically with specific reference to Attendance and Behaviour</b></p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"><li>• Models of effective leadership and organisational structures.</li><li>• New technologies and their potential impact.</li><li>• Strategic planning processes, tools and techniques.</li><li>• Leading change, creativity and innovation.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Think strategically, analytically and creatively.</li><li>• Deal with complexity and uncertainty.</li><li>• Build a vision and communicate clear purpose and sense of direction.</li><li>• Anticipate, lead and manage change.</li><li>• Manage and use attendance and behaviour data.</li><li>• Use research to support and challenge practice.</li><li>• Inspire, challenge, motivate and empower others to attain challenging outcomes.</li><li>• Celebrate achievement and acknowledge excellence.</li><li>• Model the vision and values of the school.</li></ul>		<p>Application form</p> <p>References</p> <p>Interview</p>
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<p><b>Leading teaching and learning with specific reference to vocational qualifications</b></p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"><li>• Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff.</li><li>• Curriculum design and management.</li><li>• Ways of applying effective practice and research evidence to improve outcomes.</li><li>• Principles of quality learning, teaching and assessment including school review and self-evaluation.</li><li>• Use of external support and expertise.</li><li>• New technologies to support learning and teaching.</li><li>• Strategies for improving outcomes and achieving excellence for all.</li><li>• Tools for data collection and analysis.</li></ul>	<p><b>Leading teaching and learning with specific reference to vocational qualifications</b></p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"><li>• Political impact of external, community or family factors on learning.</li><li>• Behaviour and attendance management.</li></ul>	<p>Application form</p> <p>References</p> <p>Interviews</p>
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<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Design, develop and manage the delivery of the vocational qualifications curriculum.</li><li>• Demonstrate equality and diversity in teaching and learning.</li><li>• Achieve the best possible learning outcomes for all.</li><li>• Use developmental models for teaching and learning.</li><li>• Engage parents in student's teaching and learning.</li><li>• Manage and use performance data.</li><li>• Deploy technology to support teaching and learning.</li><li>• Develop and use effective assessment and moderation systems.</li><li>• Understand whole school culture of best practice in teaching and learning.</li><li>• Understand flexible and comprehensive learning opportunities for all students.</li><li>• Capitalise on appropriate sources of external support and expertise.</li><li>• Evaluate, review and develop systems and structures.</li></ul>		
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<p><b>Leading people with specific reference to vocational qualifications</b></p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• Significance of interpersonal relationships, including impact on teacher performance and pupil learning.</li> <li>• Performance management, continuous professional development and sustained school improvement.</li> <li>• Building motivation, including the importance of celebrating achievement.</li> <li>• Own performance, ways of obtaining feedback and how to improve.</li> <li>• Support and development systems for individuals and teams.</li> </ul>	<p><b>Leading people with specific reference to vocational qualifications</b></p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• Building and sustaining a learning community within a diverse workforce.</li> </ul>	<p>Application form</p> <p>References</p> <p>Interviews</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop self-awareness, self-management and self-confidence and use effectively.</li> <li>• Listen, reflect and communicate effectively.</li> <li>• Give feedback and provide support to improve performance.</li> <li>• Hold people to account and challenge under performance.</li> <li>• Develop a culture of learning and continuous professional development.</li> <li>• Receive and act on feedback to build on strengths and improve personal performance.</li> <li>• Create a culture which encourages ideas and contributions from others.</li> <li>• High standards of personal and professional conduct.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Negotiate and manage conflict, providing appropriate support.</li> <li>• Foster an open, fair and equitable culture.</li> <li>• Motivate, develop, empower and sustain individuals and teams.</li> </ul>	