



CEO: Dr S Asong
Chair: Mr S Nash

ORTU HASSENBROOK ACADEMY PERSON SPECIFICATION

Post: Assistant Vice Principal

The person Specification is an important part of the application process and will be used to shortlist and accept candidates to Ortu Hassenbrook Academy. You will need to demonstrate in your supporting statement/application form how you meet the following criteria.

	Criteria	Essential/ Desirable		Assessed by:- Application / Interview Process	
		E	D	A	I
A	Qualifications				
1	A first degree or equivalent	✓		✓	
2	Qualified Teacher Status (QTS)	✓		✓	
3	NPQH and Higher Education qualification		✓	✓	
4	Evidence of recent and relevant training and development at headship level and/or in preparation for headship / and or recent Inspection experience	✓		✓	
B	Professional experience and knowledge				
5	Substantial experience of teaching at KS3, KS4 & KS5	✓		✓	✓
6	Successful strategic experience of leading and managing at headship/deputy headship level in a multicultural secondary socially diverse school or other educational organisation	✓		✓	✓
7	In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school/academy	✓		✓	✓
8	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	✓		✓	✓
9	Successful experience of raising standards for all with measurable outcomes as a result of one's contribution in a school in the pursuit of excellence	✓		✓	✓
10	Experience of working in a Multi Academy Trust	✓		✓	✓
C	Personal aptitudes, qualities and skills				
10	To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward	✓			✓
11	To be articulate and approachable with excellent interpersonal skills both verbally and in writing	✓		✓	✓
12	To have proven sound decision-making skills combined with the ability to lead, influence, manage change and be mindful of Multi Academy School Improvement Priorities	✓		✓	✓
13	To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict and issues imaginatively including value for money issues	✓			✓

14	To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity, humility and a sense of humour and fun	✓				✓
15	To be able to relate empathetically to parent/carers, staff, students governors/trustees and the wider community	✓				✓
16	To be able to prioritise, plan, organise effectively and be disciplined record keeper	✓				✓
D	Leading learning and teaching					
17	An outstanding classroom teacher practitioner with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and learning and maintain and stretch high standards	✓			✓	✓
18	Successful experience of positive behaviour management and development a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	✓			✓	✓
19	Successful recent experience of curriculum innovation along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda.	✓			✓	✓
20	Proven experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students	✓			✓	✓
E	Improving the life chances of children and young people					
21	Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive.		✓		✓	✓
22	A commitment to a student-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount		✓		✓	✓
F	Shaping the future					
23	Experience of and commitment to working with the Local Governing Body within a MAT to develop and implement a school vision, which embraces excellence, high standards and inclusion.	✓	✓		✓	✓
24	Proven record of providing vision, a sense of purpose and high aspirations for a school with a determined focus on raising student achievement	✓			✓	✓
G	Developing self and working with others					
25	To be high profile role model with a professional approach that demands excellence, confidence, trust and respect of the entire school and wider community	✓				✓

26	To have substantial experience of building on staff good practice and expertise so that they have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people	✓			✓	✓
27	To demonstrate the importance of a work life balance	✓			✓	✓
H	Leading and managing the organisation					
28	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution.	✓			✓	✓
29	Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money	✓			✓	✓
30	Evidence of the skills to harness the potential of ICT for the benefit of the school around the delivery of the curriculum and school support systems	✓			✓	✓
31	A demonstrable understanding of the processes of safeguarding and safer recruitment and safe guarding procedures	✓			✓	✓
32	Committed to sustain a safe, secure and healthy school environment	✓			✓	✓
I	Securing accountability					
33	Proven successful experience of school self-evaluation and accountability and the school improvement process	✓			✓	✓

J	Strengthening accountability					
34	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/ or internationally.	√			√	√
35	A commitment and vision to collaboration within the Federation, with neighbouring schools in support of the development of the wider school community, and systemic improvement	√			√	√
K	Specific requirements					
36	A commitment to and evidence of promoting diversity and equal opportunities within the school, curriculum and in employment practice	√			√	√

The academy is committed to safeguarding and promoting the welfare of our young people and expects all staff and volunteers to share this commitment. This post will require an enhanced disclosure from the Criminal Records Bureau.