



Principal XP Gateshead - Person Specification

Criteria	Essential	Desirable	Evidence
Qualifications and Experience			
Qualified teacher status	Y		Cert
Honours degree	Y		Cert
Holding or in the process of completing the NPQH, MBA or another relevant qualification (e.g. Master's degree)		Y	Cert
Evidence of recent professional development in relation to leadership and management.	Y		AF/I
Knowledge of best practice and procedures for safeguarding young people	Y		AF/I
Experience of senior leadership within an 11-18 school	Y		AF/I
Understanding / experience of managing a significant budget		Y	AF
Experience of developing and motivating staff	Y		AF/I
Proven record of raising student progress and attainment	Y		AF/I
Experience and knowledge of regulatory and inspection frameworks (Ofsted)	Y		AF/I
Experience in using a range of technology to improve education provision and communication with stakeholders		Y	AF/I
Experience of leading and teaching a Expeditionary / PBL curriculum		Y	AF / I
Personal Qualities			
Hold and articulate clear vision, values and moral purpose, focused on providing a world-class education for pupils	Y		AF/I Ref
The ability to plan collaboratively and prioritise and delegate effectively	Y		AF/I
Ability to recognise and develop the power of pupils	Y		AF/I
Demonstrate a human openness and kindness and an ability to build and sustain positive relationships within our harmonious community	Y		I
Expertise in leading by example with integrity, grace, creativity, and clarity drawing on personal expertise and skills	Y		AF/I/Ref
Sustain current, knowledge and understanding of education and school systems and legislation locally and nationally and pursue continuous professional development in order to embrace future	Y		AF/I/Ref



developments			
Work with financial astuteness, within a clear set of principles centred on the school's vision	Y		AF/I/Ref
Strong leadership, underpinned with the skills to motivate effective team working whilst being open to challenge.	Y		AF/I/Ref
A passion and vitality for teaching and learning and working with pupils	Y		AF/I
A capacity to work in stressful, time-limited situations with personal flexibility and good humour	Y		AF/I
Demonstrate emotional resilience, honesty and empathy	Y		AF/I
Strong written and oral communication skills	Y		AF/I
Pupils and Staff			
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	Y		AF/I/REF
Promote a learning environment where all pupils can excel irrespective of their starting point	Y		AF/I
Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing	Y		AF/I
Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis	Y		AF/I
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	Y		AF
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	Y		AF/I
Proven track record of commitment to equality, diversity and inclusion	Y		AF/I
Hold all staff to account for their professional conduct and practice	Y		AF/I/REF
Systems and Process			
Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity	Y		AF/I
Provide a safe, calm and well-ordered environment for all pupils and	Y		AF/I



staff			
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice	Y		AF/I/REF
Understand strong effective governance and actively support the Governing Body to understand its role and deliver its functions effectively in the best interests of pupils' achievements and the school's sustainability	Y		AF/I/REF
Experience in developing and articulating the vision of a School Development Plan		Y	AF/I
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability		Y	AF/I/REF
Demonstrate courageous leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making	Y		AF/I/REF
THE SELF-IMPROVING SCHOOL SYSTEM			
Further develop our outward-facing school, working with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils	Y		AF/I
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	Y		AF/I/REF
Help shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff	Y		AF/I
Explore innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability		Y	AF/I/REF
Inspire and influence others to believe in the fundamental importance of education in pupils' lives and promote the value of education	Y		AF/I