



Tudor Grange Academies Trust

Person Specification – Principal TGPA Yew Tree

The following **Person Specification** outlines the skills and the experience (the criteria) required for this position together with an outline of the selection process.

The **selection process** will endeavour to assess each applicant against the criteria listed in the Person Specification. Those conducting the selection process understand that applicants for this post will have varying backgrounds and experience. This will be reflected in the judgements made during the selection process. The expectation is that applicants will demonstrate their knowledge and understanding of these criteria, show evidence of having applied, or the awareness of how to apply, their knowledge and understanding and, where appropriate, how their own experience is transferable meeting these criteria.

The selection process will use the following tools:

- A** The application form
- B** References
- C** Assessment activities (exercises and presentations)
- D** Interviews (with School staff and others)

Where meeting a particular criterion is *essential* that is noted, together with where that evidence must be in A and B. The remaining criteria are all regarded as *desirable*. These criteria are not of equal importance and many overlap; evidence supporting any these criteria can come from any of the selection tools.

Generic	Essential
An inspirational leader with the personal and professional commitment to the fulfilment of the highest levels of attainment and achievement in every pupil and every teacher	Yes
The Applicant's Qualifications	
Graduate or equivalent qualifications	Yes, A
A formal teaching qualification	Yes, A
Completion or working towards NPQH, MBA or similar	Yes, A
The Applicant's Experience	
Successful leadership as a teacher, leader and manager Successful experience leading and managing change and innovation in seeking high performance Proven skills in the dissemination of innovative good practice Effective financial management Successful involvement in performance management, self-evaluation and the analysis of data in support of both personal development and institutional improvement and change.	Yes, A Yes, A and B



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Leadership and Management	
<p>A leader who, in their own conduct, is a role model for the school’s aims and values</p> <p>Ability to undertake robust school self-evaluation and use the outcomes to improve children’s achievements.</p> <p>A commitment to engage in collaboration with other schools in TGAT in order to bring positive benefits to the school and share its expertise more widely.</p> <p>The ability to articulate to others the aims, vision and values that make this school distinct, including its distinct Christian character, and to ensure that the highest levels of pupil achievement and personal development – of all pupils – are realised.</p> <p>The ability to be a leader and manager who empowers and enthuses all those connected with the school to contribute positively to its aims and values.</p> <p>A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools to enhance children’s enjoyment, wellbeing, achievement and personal development.</p>	<p>Yes, A and B</p> <p>Yes all</p>
Knowledge and Understanding	
<p>To support the development of a learning environment founded on evidence-based research, recognising the development of emotional intelligence in others and a school community where every person (pupils and adults) is known.</p> <p>To support the use of ICT and learning technologies that will develop and maintain independent and interdependent learning.</p>	<p>Yes, A</p> <p>Yes, A and D</p>
Skills and Abilities	
<p>The ability to communicate, lead and motivate others.</p> <p>The ability to converse at ease with pupils, parents/carers and members of the public and to provide information and advice in accurate spoken English is essential for the post.</p> <p>To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in your work with pupils.</p> <p>The ability to make arguments persuasively, to listen and understand the viewpoints of others and to respond flexibly to changing circumstances.</p> <p>The ability to grasp an overall vision and to communicate that in accessible and appropriate ways to a variety of audiences.</p> <p>The ability to make sound decisions (both developmentally and in problem-solving) based on a thorough analysis of data and information.</p> <p>The ability to reflect on and evaluate, decisions made to improve future decision-making.</p> <p>The ability to think innovatively.</p> <p>The ability to implement change management effectively and efficiently and a</p>	<p>Yes, A and B</p> <p>Yes, A and C</p> <p>Yes, all</p>



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willingness to take 'tough decisions.' Developed, positive interpersonal skills. Developed delegation and planning practices so that time is managed well. The ability to work under pressure and still maintain high levels of organisational skills. Be ambitious for all pupils and uphold a culture of accountability within the school.	
Personal qualities (applicants must:)	
Have energy, passion and a personal commitment to the School and the Trust's aims and vision Have a personal commitment to the pursuit of excellence – <i>for its own sake</i> - with colleagues and all pupils Commitment to safeguarding and equality Demonstrate cheerful integrity and resilience Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard	Yes all