

Thames Learning Trust

Personal Specification - Principal – Secondary

	Essential	Desirable
Professional Qualifications		
• Qualified Teacher Status with a graduate level qualification	✓	
• Evidence of further study		✓
• Achievement of a certificated/nationally recognised leadership qualification		✓
Experience and Knowledge of teaching		
• Display a confidence in tracking, identifying and implementing relevant legislative change, major curriculum innovations and current themes in education	✓	
• Experience of teaching in at least two key stages and a current knowledge and understanding of key stages three, four and five		✓
• Outstanding teaching skills and the ability to provide guidelines and models of high-quality teaching		✓
• Knowledge of how the needs of all pupils can be met through high-quality teaching	✓	
• Demonstrate experience of successful line management and staff development	✓	
• Successful leadership and management experience in a school	✓	
Professional attributes and skills		
• An inspirational and empathetic leader who can build an excellent team and trust it to deliver for them	✓	
• A demonstrated ability to meet all National Standards of Excellence for Headteachers in relation to this appointment	✓	
• Ability to understand and meet the needs of all pupils from a diverse community	✓	
• A proven track record of the effective implementation of a range of behaviour management strategies		✓
• Ability to develop strategies that encourage parents/carers to support their children’s learning	✓	
• An understanding of, and enthusiasm about, the potential of new technology as an educational and managerial tool		✓
• Data analysis skills, and the ability to use data to set targets and identify areas for improvement	✓	
• Knowledge of strategic financial planning, budgetary management and application of the principles of best value.	✓	
• Effective verbal and written communication and interpersonal skills	✓	
• Experience of working within a Multi Academy Trust		✓
• Development of effective CPD programme		✓
• Ability to build effective working relationships	✓	
Professional development		
• Evidence of regular, recent and appropriate professional development for the role of Principal	✓	

• Completion of the Secretary of State's (NCSL, CWDC or Local Authority) approved 'safer recruitment' training or a commitment to do so before taking up post	✓	
• Successful and substantial leadership as a Deputy Headteacher/Principal in a secondary phase establishment	✓	
• Ability to create and maintain a culture where professionals continuously challenge themselves, are focused on their own professional development and always seeking to improve the quality of teaching and learning	✓	
• Ability to develop and communicate a shared vision of what our academy will look like in the next five to ten years	✓	
• Experience of having created, driven, and delivered change programmes through effective leadership	✓	
• A proven track record of raising pupil achievement across a wide range of abilities and cultural contexts	✓	
• Evidence of managing large data sets and ability to use them to improve the academy's performance	✓	
• Ability to put an academy's vision into practice and to do so working effectively with the whole academy community	✓	
Personal Qualities		
• Commitment to uphold the 7 principles of public life (the Nolan Principles) at all times	✓	
• Ability to lead with a clarity of purpose and a fundamental belief in the inherent capacity of all children to achieve	✓	
• Enthusiasm, energy and vision to successfully lead a high-calibre team working in a high-achieving academy	✓	
• Ability to work with challenging circumstances in pro-active ways, set high standards and stimulate a sense of personal and collective achievement and pride	✓	
• Ability to build relationships and networks with external people and organisations and work in partnership with local community networks and other professional and business partners		✓
• Commitment to maintaining confidentiality at all times	✓	
• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	✓	