

**St Matthew’s C of E Primary School**

**Vice Principal selection criteria**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Evidence from** | **Desirable** |
| **Experience** | * Experience of leading on a significant area or phase, including responsibility for raising standards across the whole school; * experience of leading and/or managing a key area of responsibility within a school; * a track record of raising educational standards for all in the pursuit of excellence by setting, and working with, performance targets to raise school achievement; * experience of, and ability to, create a stimulating and safe learning environment; * experience of planning, preparing and delivering a curriculum that is relevant to the age and ability group/subject that you teach; * experience of assessing and recording the progress of pupils’ successful learning to inform next steps and to monitor progress; * experience of involvement with parents / carers, governors and the wider community. | **A, I**  **A, I**  **A, I, R**  **A**  **A**  **A, I**  **A, I** | * Experience of working successfully as part of a senior leadership team in a school; * experience of teaching in a variety of primary schools; * experience of teaching across the primary Key Stages * experience of working in a church school and leading assemblies/collective worship * a working knowledge of the SENCo role. |
| **Qualifications and training** | * Qualified Teacher Status * degree * evidence of continuing professional development * full driving license and own transport. | **A**  **A**  **A, I**  **A, I** |  |
| **Knowledge** | * Knowledge and understanding of the National Curriculum and key stages at primary phases and the Early Years Foundation Stage; * knowledge and practical understanding of ICT and of common tools that can be used to benefit and advance pupils’ learning; * knowledge of, and a commitment to, equal opportunities and to the use of a variety of strategies and practices to promote and address diverse cultural and equality issues in the classroom; * knowledge and understanding of data sources and data analysis, both formative and summative. | **A, I**  **A, I**  **A, I**  **A, I** | * An understanding of some of the challenges facing schools in disadvantaged areas |
| **Skills** | * Evidence of having led effective creative curriculum planning and development to secure improvement across the whole school; * evidence of major whole-school responsibilities and experience of turning policy into effective and successful practice; * a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies; * ability to lead by example and to motivate others to work effectively as both an individual and a team member; * articulate and approachable; having excellent communication, interpersonal and listening skills; * ability to teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers and to meet differing learning styles; * a skilled communicator with experience and understanding of the communication skills required to teach children and young people and the wider community (verbal, written, using ICT as appropriate); * a flexible and proactive approach to problem solving. | **A, I**  **A, I, R**  **A, I, R**  **A, I, R**  **I**  **A, I**  **A, I, R**  **A, I** | * Experience of coaching and mentoring individuals to achieve specific outcomes. |
| **Attributes** | * A commitment to involvement in the outside activities pupils, staff, governors and the wider community; * a commitment to uphold, fully support and further develop the Christian ethos of the school; * be a team player who is warm and sensitive to children; * demonstrate personal and professional integrity, including modelling the school’s values and vision; * capacity for sustained hard work and vigour; creative, proactive, enthusiastic and resilient; * ability to think on your feet and solve problems; * a commitment to providing extra-curricular activities and an understanding of their impact upon the school ethos; * a good sense of humour; * a willingness to be flexible in a changing environment. | **A, I**  **A, I**  **A, I, R**  **I, R**  **I, R**  **I, R**  **A**  **A, I**  **A, I** | * Be a full and active member of a church in membership of Churches Together in England and be able to demonstrate their beliefs in relation to a church school. |

**A = Application I = Interview R = Reference**