

Person Specification

Vice Principal for Quality of Education

Attributes	Essential	Desirable	How identified
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree or equivalent qualification • Evidence of sustained professional development 	<ul style="list-style-type: none"> • National Professional Qualification for Headship (NPQH). 	A/I/Q
Knowledge and Experience:	<ul style="list-style-type: none"> • Significant successful leadership experience within a secondary school • Proven track record of raising standards and improving outcomes • Experience of leading teaching and learning initiatives • Experience of leading curriculum development and assessment • Experience of leading and managing staff effectively • Experience of school self-evaluation and improvement planning • Excellent understanding of the Ofsted Education Inspection Framework • Strong knowledge of curriculum design, sequencing, and implementation • Strong understanding of effective pedagogy and cognitive science • Understanding of assessment principles and the effective use of data • Understanding of strategies to improve student outcomes and close attainment gaps 	<ul style="list-style-type: none"> • Knowledge of current educational research and evidence-informed practice • Understanding of national educational policy developments 	A/I

Attributes	Essential	Desirable	How identified
	<ul style="list-style-type: none"> Understanding of effective professional development and instructional coaching 		
Leadership Skills:	<ul style="list-style-type: none"> Outstanding leadership and management skills Ability to inspire, motivate, and develop staff Ability to lead strategic change and secure stakeholder buy-in Ability to hold colleagues to account while maintaining positive relationships Excellent organisational and project management skills Ability to prioritise workload and manage competing demands 	<ul style="list-style-type: none"> Experience of presenting at conferences, trust networks, or professional forums 	A/I
Data and Quality Assurance:	<ul style="list-style-type: none"> Ability to analyse and interpret performance data to identify priorities for improvement Experience of leading quality assurance activities including lesson visits, curriculum reviews, work scrutiny, and student voice Ability to evaluate impact and 		A/I

Attributes	Essential	Desirable	How identified
	implement improvement strategies		
Communicating and Influencing:	<ul style="list-style-type: none"> • Excellent verbal and written communication skills • Ability to communicate effectively with students, staff, parents, governors, and external partners • Excellent presentation and facilitation skills • Ability to build credibility and influence at all levels 		A/I
Other Skills and Behaviours:	<ul style="list-style-type: none"> • Relentless commitment to improving outcomes for all students • High levels of integrity, professionalism, and resilience • Visible and approachable leader • Commitment to inclusion, equality, and social justice • Ambitious for students, staff, and the wider community • Strong alignment with the school's vision, values, and culture • Ability to remain calm and decisive under pressure • Commitment to the vision, values and ethos of Werneth School and ELT 		A/I

Key

A = Application D = Documentary evidence I = Interview

P = Presentation Q = Qualification certificates R = Reference

T = Task

Line Management Structure

Direct Reports

- Assistant Principal – Teaching & Learning
- Assistant Principal – Curriculum & Assessment
- Assistant Principal – Personal Development & Inclusion
- Relevant Curriculum Leaders (as determined by structure)

Strategic Ofsted Accountability

Ofsted Area	Contribution
Quality of Education	Strategic Lead – Responsible for the strategic development, implementation, monitoring, and evaluation of curriculum, teaching and learning, assessment, intervention, and student outcomes. Accountable for ensuring curriculum intent, implementation, and impact are consistently strong across all key stages and subject areas.
Leadership and Management	Significant Strategic Contribution – Leads school improvement priorities linked to educational standards, staff development, quality assurance, performance management, self-evaluation, and curriculum leadership. Contributes to strategic planning, organisational effectiveness, and leadership capacity building.
Behaviour and Attitudes	Supporting Contribution – Supports the development of positive learning behaviours through high-quality teaching, effective curriculum design, consistent classroom expectations, and staff development. Works collaboratively with pastoral leaders to ensure students are ready to learn and achieve.
Personal Development	Supporting Contribution – Ensures the curriculum promotes personal development through enrichment opportunities, character education, careers education, SMSC, and preparation for life beyond school. Supports the strategic development of the wider curriculum.
Safeguarding	Shared Leadership Responsibility – As a member of the Senior Leadership Team, contributes to the safeguarding culture of the school, ensuring staff are appropriately trained, vulnerable students are supported, and safeguarding considerations are embedded within curriculum and quality assurance processes.