**Person Specification**

**Deputy Chief Executive Officer**

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| **Factors** | **Criteria** |
| **Education & Qualifications** | Education to degree level.  Higher professional, educational or management qualification. |
| **Experience/**  **Knowledge** | A proven track record of successful and significant leadership experience in education.  Evidence of significantly raising student outcomes in schools.    Responsibility for successful delivery of budgetary, curriculum or staff resources at a senior level.  Substantial experience of development of curriculum delivery across a complex organisation.  Substantial experience of working with and developing quality standards and performance measures.  Experience of working effectively with employers at an organisational level, other sectors of education and external agencies.  Production and implementation of highly effective strategic plans.  Evidence of successful achieving physical, logistical and cultural change with a track record of achieving positive planned outcomes.  Experience of successfully operating as a highly visible ambassador and public face of an organisation, undertaking a number of diverse external communication requirements.  Substantial Knowledge of:   * Education policy from 3 - 19. * Educational funding and financial management in the public sector. * Quality and standards – requirements and targets. * The effective use of information and learning technologies in a complex organisation. |
| **Skills &**  **Attributes** | Vision and the ability to develop effective strategy.  Proven management skills - both strategic and operational.  The ability to:   * Develop and maintain relationships at all levels, internally and externally. * Operate as an effective ambassador for the trust. * Communicate effectively and build cohesion among staff, recognising the importance of the high visibility approach. * Motivate, inspire and influence a large and diverse workforce by example and persuasion. * Develop and project a positive image of the trust through personal, written and oral skills. * Recognise, develop and effectively promote new opportunities for the trust. |
| **Personal**  **Qualities** | A strong intellect combined with innovation and creativity in thinking, able to absorb and probe information quickly in order to debate and challenge complex issues.  A strong inspirational leader who has the robustness, the commitment, and tenacity required to meet the needs of this demanding post.  The personal stature, integrity and resilience to undertake a key leadership role in a high-profile public body that is subject to public scrutiny and the commitment that inspires trust and confidence.  Excellent communication and interpersonal skills, combined with a presence and credibility to undertake a key leadership role within the trust and to play a local, regional and national leadership role.  A commitment to the trust’s mission and values and to meeting the needs of students, employers and communities that the trust serves.  The ability to inspire people to think and act differently and to challenge established ways of doing things combined with the authority and commitment that inspires trust and confidence.  Ability to lead, motivate, challenge and develop the performance of a team and to ensure that other leaders do the same.  Drive, resilience and a natural desire to work collaboratively.  Commitment to inclusion, equality and diversity in all activities.  Ability to work flexibly, often outside normal working hours and willingness to travel nationally on trust business. |

*The GORSE Academies Trust is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.*