

**Executive Headteacher**

**Person Specification**

Position profile

Job title: Executive Headteacher

Responsible to: Directors of Schools

Remuneration: L23-L27

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| **Person Specification** | | |  | |  | |
| Requirements  (based on the job description) | | | Essential (E)  or desirable (D) | | **To be identified by: application form (AF), interview (I), reference (R)** | |
| *Qualifications:*  − Qualified Teacher Status with a successful NQT year completed | | | E | | AF | |
| − Degree or equivalent | | | E | | AF | |
| − National Professional Qualification of Headship | | | D | | AF | |
| − Evidence of continuing professional development | | | E | | AF | |
| *Experience:* | | |  | |  | |
| − | Significant experience as a Headteacher (at least 3 years) with a sustained record of school improvement | | E | | AF/I/R | |
| − | Experience of Supporting other Head Teachers | | D | | AF/I/R | |
| − | Experience of developing partnership and learning between Academies/schools | | E | | AF/I/R | |
| − | Experience of the effective management of funding and resources | | E | | AF/I | |
| − | Evidence of successfully leading and sustaining educational initiatives | | E | | AF/I | |
| − | Evidence of effective appointment and personnel management | | E | | AF/I/R | |
| *Knowledge and understanding of:* | | |  | |  | |
| − | The mission, vision and values of Victoria Academies Trust and the role of these in achieving the Trust’s aims | | E | | AF/I | |
| − | Statutory education frameworks, including governance | | E | | AF/I | |
| − | Ways to build, communicate and implement a shared vision across a number of Academies | | E | | AF/I/R | |
| − | Leading change, creativity and innovation | | E | | AF/I/R | |
| − | New technologies, their use and creative impact | | E | | AF/I | |
| − | Strategies for communication, both within and beyond the Academies | | E | | AF/I | |
| − | Models of teaching and learning | | E | | AF/I | |
| − | Models of attendance and behaviour management | | E | | AF/I | |
| − | Strategies for ensuring inclusion, diversity and access | | E | | AF/I | |
| - | Child protection and safeguarding procedures | | E | | AF/I | |
| - | Curriculum design and management across a number of Academies | | E | | AF/I | |
| - | The self-evaluation process and its role in driving continuous improvement | | E | | AF/I | |
| - | Strategies to promote individual, team and organisational development | | E | | AF/I/R | |
| - | The impact of change on organisation and individuals | | E | | AF/I | |
| - | Strategic financial planning, budgetary management and principles of best value | | E | | AF/I | |
| - | Health and safety and estates management | | E | | AF/I | |
| - | Legal issues relating to managing an Academy, including equal opportunities, race relations, disability, human rights and employment legislation | | E | | AF/I | |
| - | The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of schools, including challenging poor performance | | E | | AF/I | |
| - | Models of school, home, community and business partnerships | | E | | AF/I | |
| - | The work of other agencies and opportunities for collaborations | | E | | AF/I | |
| *Leadership skills:* | |  | |  | |
| − | Ability to develop and maintain a clear vision and lead others to plan and deliver it | E | | AF/I/R | |
| − | Ability to articulate this vision to diverse audiences | E | | AF/I/R | |
| − | Ability to establish successful relationships at all levels and have good communication skills both verbal and written | E | | AF/I/R | |
| − | Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the Academy | E | | AF/I/R | |
| − | Ability to lead, coordinate and delegate | E | | AF/I | |