

**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  |