

Person Specification

		Essential (E) or Desirable (D)
Qualifications	<ul style="list-style-type: none"> • Educated to degree level • Postgraduate degree in leadership and/or business management • Qualified teacher status • Appropriate national professional qualification, e.g. NPQEL, NPQH/CoE NPQH • Evidence of recent and relevant continuing professional development. 	E D E D D
Experience	<ul style="list-style-type: none"> • Successful record of senior leadership at headteacher, executive, or equivalent level within a school or academy • Experience of leadership across more than one key stage and demonstrable success in developing and implementing school improvement across key stages • Proven track record of providing strategic direction and leadership for teaching and learning across multiple sites • Evidence of successfully developing high-performing teams of professionals, delegating with accountability and providing support and challenge • Experience in ensuring schools are prepared for successful Ofsted inspections and statutory assessment to achieve improvement or consistent outcomes • Proven track record of strategic business planning including resource and facilities management; and successful financial management • Demonstrable success in managing significant change programmes, e.g. growth, reorganisation • Proven experience of successfully developing and implementing a collective vision and shared purpose • Experience of working in a faith school. 	E E E E E E E D E D
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge and understanding of child-safeguarding issues and successful use of measures that promote, monitor and ensure the safeguarding of children • Knowledge and understanding of the standards and obligations set out in the Academy Trust Handbook • Knowledge and understanding of strategic planning processes, strategic financial planning, budget management and principles of best value • Knowledge and understanding of performance management, continuous professional development and sustained school improvement • Understanding of the challenges and opportunities facing academies under the current educational landscape • Knowledge and understanding of leading change, effective organisational development, planning, creativity and innovation • Detailed and up-to-date knowledge of curriculum design and development, national educational policy, classroom management strategies, inspection procedures and statutory requirements; and understanding of strategies for improving outcomes and achieving excellence for all • Knowledge and understanding of the trust schools' community context, including diversity and rurality issues • Clear understanding and experience of the role of governance within a multi academy trust. 	E E E E E E E E E E E

Skills and abilities	<ul style="list-style-type: none"> Commitment to lead, champion and support the Trust's agenda for safeguarding and promoting the welfare of all students Ability to empower, motivate and inspire individuals and teams to ensure that they are fully committed to the Trust and that students receive the highest quality learning opportunities at all times Excellent interpersonal skills. Able to proactively and positively engage and influence key stakeholders including members, trustees, local governors, staff, the Regional Director, DfE, parents/carers, and the wider school community to inspire confidence in the Trust Ability to hold others to account, challenge under performance to achieve the best possible learning outcomes for all and use developmental models for teaching and learning Proven ability to think strategically, analytically and creatively and to develop, communicate and successfully implement organisational strategies Proven ability of demonstrating the highest standards of personal and professional integrity and conduct, including modelling values and vision Proven ability to anticipate, plan, lead and manage successful organisational change with structures and systems where operational decisions are based on informed discussion Ability to develop, implement and maintain an open, fair, inclusive and equitable culture, which encourages learning and continuous professional development, ideas and contributions from others Commitment to lead, champion and support the Trust's agenda for equality, diversity and inclusion Ability to set and effectively monitor key performance indicators to identify areas of strength and weakness and where necessary plan interventions to ensure success Ability to listen and for effective self-reflection, acting on feedback to build on strengths and improve personal performance Excellent organisational skills. 	E E E E E E E E E E E E E E E E E E
Other	<ul style="list-style-type: none"> Willingness and ability to travel across Trust schools and attend events or meetings outside standard hours when required Successful completion of all pre-employment checks, including an Enhanced DBS disclosure with children's barred list checks. 	E E