**A purple and white logo

AI-generated content may be incorrect.**



**CHIEF EXECUTIVE OFFICER / HEADTEACHER**

**PERSON SPECIFICATION**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

A = Application

I = Interview

R = Reference

**Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
| 1 | Qualified teacher status | **E** | **A** |
| 2 | Degree | **E** | **A** |
| 3 | Trust CEO Development Programme or be willing to undertake it | **D** | **A** |

**Professional development and Safeguarding**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
| 4 | Evidence of ongoing leadership and management professional development as a serving Headteacher, Executive Headteacher or Chief Executive Officer | **D** | **A/I** |
| 5 | Displays commitment to the protection and safeguarding of children and young people | **E** | **A/I** |
| 6 | Has up to date safeguarding training and knowledge of legislation for the protection of young people | **E** | **A/I** |
| 7 | Has successfully undertaken ‘safer recruitment’ training or has a commitment to do so within 12 months of taking up the post | **E** | **A** |
| 8 | Will co-operate and work with relevant agencies to protect young people | **E** | **A/I** |

**Leadership and management knowledge and experience**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
| 9 | Recent successful leadership as a Headteacher, Executive Headteacher or Chief Executive Officer in a secondary setting | **D** | **A** |
| 10 | Evidence of successfully leading Trust-wide or single school improvement | **E** | **A/I** |
| 11 | To have had an active involvement in strategic self-evaluation and development planning and working with local governing bodies and trustees to imrpvoe the educational outcomes for pupils. | **D** | **A/I** |
| 12 | To have had experience of and ability to contribute to staff development  (e.g. coaching, mentoring, leading INSET etc.) | **D** | **A/I** |
| 13 | Experience of monitoring staff performance | **D** | **A/I** |
| 14 | Knowledge and understanding of strategic financial planning and budget management in an academy trust setting | **D** | **A/I** |
| 15 | The ability to provide support and advice to the Trust Board to enable it to meet its responsibilities | **E** | **I** |
| 16 | Maintains good awareness of current national education policy and strategy | **D** | **A/I** |

**Experience and knowledge of school leadership**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
| 17 | Experience of school leadership in more than one school | **D** | **A** |
| 18 | To have working current knowledge and understanding of all key stages within the school’s phase setting | **D** | **A/I** |
| 19 | Can effectively analyse data and identify appropriate actions to raise standards/address weaknesses | **D** | **A** |
| 20 | Commitment to ensuring inclusion and addressing diversity positively | **E** | **A/I** |

**Professional attributes and skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
| 21 | Demonstrate an understanding of the needs of the pupils in our Trust and how these can be met | **D** | **A/I** |
| 22 | Demonstrate a clear rationale for behaviour management and a proven track record of the implementation of a range of behaviour strategies | **D** | **A/I** |
| 23 | An ability to communicate effectively, both orally and in writing, to a range of audiences | **E** | **A/I** |
| 24 | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice | **E** | **A/I** |
| 25 | A commitment to the professional development for all staff, and self | **E** | **A/I** |

**Personal Qualities**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
| 26 | A passion for achieving the very best outcomes for all children and young people | **E** | **A/I** |
| 27 | A clear vision for an innovative, progressive and forward-thinking academy trust | **E** | **A/I** |
| 28 | The capacity to provide inspirational, enthusiastic and innovative educational leadership | **D** | **A/I** |
| 29 | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | **E** | **A/I** |
| 30 | An ability to establish effective working relationships with a wide and diverse range of people including students, parents, Trustees, Governors, colleagues, other professionals and the wider community | **E** | **A/I** |
| 31 | The ability to inspire confidence | **E** | **I** |
| 32 | Be aware of their own strengths and areas for development and listen to and reflect (and act) upon as appropriate the feedback from others | **E** | **A/I** |

**Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the requirements set out in the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in our Trust.

**Confidential References and Reports**

|  |  |
| --- | --- |
| Positive recommendation from all referees, including current employer | **E** |

**Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, **and be no more than 3 sides of A4 - Arial font, size 11.**