

# **CHIEF EXECUTIVE OFFICER (MULTI-ACADEMY TRUST)**

# **PERSON SPECIFICATION**

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| **Qualifications and experience** |
| **Essential** | **Desirable** | **Evidence** |
| * First degree.
* Qualified teacher status.
* A continued commitment to own professional development.
* Successful record as an executive headteacher, a principal or headteacher of a large school/academy.
* Detailed and up-to-date knowledge in subject, national policy, classroom management strategies, inspection procedures and statutory requirements.
* Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.
* Experience of more than one key stage.
 | * NPQH / CoE NPQH
* Relevant postgraduate qualification.
* Further relevant professional studies.
* Experience of leading/managing complex/multiple organisations or trusts and sites.
* Experience in/work with industry/business.
* Experience of working in a faith school
 | Application formCertificatesReferences |

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| **Leading strategically** |
| **Essential** | **Desirable** | **Evidence** |
| **Knowledge and understanding of*** Models of effective leadership and organisational structures.
* New technologies and their potential impact.
* Strategic planning processes, tools and techniques.
* Ways of achieving stakeholder and community engagement.
* Leading change, creativity and innovation.
 |  | Application formLetter of applicationReferencesInterviews |
| **Skills** |
| * Think strategically, analytically and creatively.
* Build capacity and achieve sustainability.
* Deal with complexity and uncertainty.
* Build a vision and communicate clear purpose and sense of direction.
* Anticipate, lead and manage change.
* Use research to support and challenge practice.
* Inspire, challenge, motivate and empower others to attain challenging outcomes.
* Celebrate achievement and acknowledge excellence.
* Model the vision and values of the trust.
* Work strategically with board of directors.
* Evidence of collaborative and inspirational leadership skills.
* Demonstrate enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and to raising standards.
 | * Demonstrate political acumen.
 | Application formLetter of applicationReferencesInterviews |

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| **Leading teaching and learning** |
| **Essential** | **Desirable** | **Evidence** |
| **Knowledge and understanding of*** Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff.
* Curriculum design and management.
* Principles of quality learning, teaching and assessment including academy review and self-evaluation.
* Use of external support and expertise.
* Behaviour and attendance management.
* New technologies to support learning and teaching.
* Strategies for improving outcomes and achieving excellence for all.
* Tools for data collection and analysis.
* Experience of monitoring and improving the quality of teaching and learning.
 | **Knowledge and understanding of*** Ways of applying effective practice and research evidence to improve outcomes.
* Political impact of external, community or family factors on learning.
 | Application formLetter of applicationReferencesInterviews |
| **Skills** |
| * Thorough understanding of curriculum design, development and delivery.
* Demonstrate equality and diversity in teaching and learning.
* Achieve the best possible learning outcomes for all.
* Use developmental models for teaching and learning.
* Engage parents in pupils’ teaching and learning.
* Manage and use performance data.
* Develop and use effective assessment and moderation systems.
* Understand whole school culture of best practice in teaching and learning.
* Understand flexible and comprehensive learning opportunities for all students.
* Evaluate, review and develop systems and structures.
* Experience in the analysis of performance data for the purposes of target setting and evaluation.
* An understanding of and competent use of ICT/technology to enhance the quality of teaching, learning and administration.
 | * Capitalise on appropriate sources of external support and expertise.
 | Application formLetter of applicationReferencesInterviews |

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| **Leading the organisation** |
| **Essential** | **Desirable** | **Evidence** |
| **Knowledge and understanding of*** Employment market, effective recruitment, deployment and management of staff.
* Technology to enhance organisational effectiveness.
* Strategies to maximise contributions from the workforce.
* Accountability frameworks.
* Legal issues relating to leading and managing an academy trust, derived from all relevant statutory and regulatory frameworks.
* Strategic financial planning, budget management and principles of best value.
* Organisational development, planning and implementing change.
 | **Knowledge and understanding of*** Development of and access to school buildings and facilities.
* Project management techniques.
 | Application formLetter of applicationReferencesInterviews |
| **Skills** |
| * Seek expertise and advice from within and outside the trust.
* Delegate, collaborate and distribute leadership.
* Manage others within an accountability framework.
* Create an environment which enables people to perform at their best and underpins effective employee relations.
* Manage an academy’s financial, human and physical resources.
* Establish structures and systems so operational decisions are based on informed discussion.
* Develop and sustain a safe, secure and healthy academy environment.
* Create a working environment which takes account of workload and work-life balance.
* Proven ability to develop, communicate and successfully implement strategies.
* Numeracy skills for the purposes of interpreting statistical data, and financial information.
* Excellent organisational skills.
* Proven ability to lead an organisation successfully through a period of change.
* Demonstrate personal and professional integrity, including modelling values and vision.
* Commitment to support the aims of the multi-academy trust.
 | * Manage industrial relations.
 | Application formLetter of applicationReferencesInterviews |

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| **Leading people** |
| **Essential** | **Desirable** | **Evidence** |
| **Knowledge and understanding of*** Significance of interpersonal relationships, including impact on teacher performance and pupil learning.
* Performance management, continuous professional development and sustained school improvement.
* Building motivation, including the importance of celebrating achievement
 | **Knowledge and understanding of*** Building and sustaining a learning community within a diverse workforce.
* Support and development systems for individuals and teams.
 | Application formLetter of applicationReferencesInterviews |
| **Skills** |
| * Develop self-awareness, self-management and self-confidence and use effectively.
* Listen, reflect and communicate effectively.
* Monitor and evaluate work of others, give feedback and provide support/intervention to improve performance.
* Hold people to account and challenge under performance.
* Develop a culture of learning and continuous professional development.
* Receive and act on feedback to build on strengths and improve personal performance.
* Create a culture which encourages ideas and contributions from others.
* Foster an open, fair and equitable culture.
* Proven ability to motivate, challenge, develop, empower and sustain individuals and teams.
* High standards of personal and professional conduct.
* Proven experience of developing good working relationships with all stakeholders.
* Proven ability to generate and deliver collective vision and shared purpose.
* Proven ability to create, build and retain effective staffing structures.
 | * Negotiate and manage conflict, providing appropriate support
 | Application formLetter of applicationReferencesInterviews |

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| **Leading the community** |
| **Essential** | **Desirable** | **Evidence** |
| **Knowledge and understanding of*** Multi-agency work (including the team around the student), benefits and risks of multi-agency working.
* Collaboration and partnership working (including academy, home, community and business partnerships).
* Wider curriculum beyond the academy and opportunities it provides.
* Diversity and community cohesion issues.
 | **Knowledge and understanding of*** Extended service provision, commissioning and contracting.
* The diversity of professional cultures and ways of working.
* Strengths, capabilities and objectives of other schools and academies, services and agencies.
 | Application formLetter of applicationReferencesInterviews |
| **Skills** |
| * Establish and engage in partnerships, including working with multi-agency teams.
* Consult, engage and communicate with staff, students, parents and carers to enhance pupils’ learning.
* Engage in cross-phase working and transition issues.
* Collaborate and work within and across the community.
* Engage the community in systematic evaluation of the trust’s work and act on outcomes.
 | * Take a leadership role within and across the community.
* Engage in academy-to-academy collaboration and contribute to leadership in the wider education system.
* Contribute to achievement of community cohesion.
* Broker and commission services.
 | Application formLetter of applicationReferencesInterviews |