**HR Manager - Person Specification**

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| **Qualifications and Training** | **Essential** | **Desirable** |  |
| CIPD qualified and membership of the Chartered Institute of Personnel and Development | ✓ |  | **C A** |
| Good honours degree or equivalent |  | ✓ | **C A** |
| Higher degree or equivalent |  | ✓ | **C A** |
| Evidence of continuous professional development | ✓ |  | **C A** |
| **Professional Experience and Knowledge** |  |  |  |
| Clear understanding of the distinctive nature of Church schools/academies | ✓ |  | **A I** |
| A commitment to the Christian character of LDST | ✓ |  | **A I** |
| At least 3 years’ experience of working in a strategic HR role | ✓ |  | **A I** |
| Experience of working in an educational environment |  | ✓ | **A I** |
| In-depth knowledge of current HR legislation | ✓ |  | **A I** |
| Knowledge of academy legislation and an understanding of the framework governing the operation of a multi academy trust | ✓ |  | **A I** |
| Experience of working across multiple sites supporting and liaising to effectively manage daily employee relations issues relating to discipline, grievance, attendance and performance management matters | ✓ |  | **A I** |
| Knowledge of national terms and conditions and education legislation that impact on employment of staff in academies | ✓ |  | **A I** |
| Understanding of the workings of a multi academy trust |  | ✓ | **A I** |
| Ability to confidently handle TUPE situations taking into account legal implications | ✓ |  | **A I** |
| Experience of working with Trade Unions | ✓ |  | **A I** |
| Knowledge of statutory requirements and legislation relating to employment law | ✓ |  | **A I** |
| Knowledge of payroll provision and pension schemes – TPS and LGPS – along with management of external providers | ✓ |  | **A I** |
| Experience of working with and advising Directors to enable them to fulfil their role and statutory obligations | ✓ |  | **A I** |
| Experience of developing policies and procedures in those areas that are statutory requirements for the Trust and academies. | ✓ |  | **A I** |
| Experience of coordinating job vacancies including all safer recruitment and safeguarding procedures, taking advantage of discounts for grouped advertisements, opportunities for secondment and advancement within the Trust. | ✓ |  | **A I** |

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| **Key Skills** |  |  |  |
| Evidence of successfully managing complex projects leading to improved standards | ✓ |  | **A I** |
| Well-developed strategic planning capabilities with the ability to work with others to develop a vision for the organisation underpinned by strong moral purpose. | ✓ |  | **A I** |
| Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution | ✓ |  | **A I** |
| A commitment to the concept of an inclusive LDST, underpinned by equal opportunities, in which the academic and personal welfare of each pupil is paramount | ✓ |  | **A I** |
| Proven successful experience of developing business plans and managing new initiatives | ✓ |  | **A I** |
| Understanding legislation with regard to Health and Safety such that statutory requirements are met throughout the LDST. | ✓ |  | **A I** |
| Confident at providing challenge and counsel in the face of a rapidly changing environment | **✓** |  | **A I** |
| Considerable personal enthusiasm with high levels of integrity and professionalism | **✓** |  | **A I** |
| A clear set of moral values that fit well within those of the trust | **✓** |  | **A I** |
| Likeable and approachable with the ability to motivate and get the best out of people | **✓** |  | **A I** |
| Excellent verbal and non-verbal communication skills and can model these at all times | **✓** |  | **A I** |
| Respectful and can work in ways that promote equality of opportunity and diversity | **✓** |  | **A I** |
| Committed to abiding by and promoting the values and policies of the trust including Equal opportunities, Health and Safety and Child Protection and Safeguarding | **✓** |  | **A I** |
| Commitment to the further development of a multi-academy trust as a framework for raising standards and optimising the opportunities that member schools can offer to its students and communities | ✓ |  | **A I** |
| Has a clean driving licence | **✓** |  | **A I** |

**Key to method of assessment: A = Application I = Interview and assessment task C = Certificate**