



GOLDSWORTH TRUST

Person Specification Form		
Job Title: Chief Executive Officer		
Establishment: Goldsworth Trust		
Requirements (based on the job description)	Essential (E) or Desirable (D)	To be identified by: application form (A), interview (I), reference (R)
Qualifications:		
Qualified Teacher Status	E	A
Degree or equivalent	E	A
National Professional Qualification of Headship	D	A
Evidence of continuing professional development	E	A
Experience:		
Significant experience as a Headteacher (at least 4 years) with a sustained record of school improvement	E	A/I/R
Experience of Executive Headship and/or supporting another Headteacher	D	A/I/R
Experience of developing partnership and learning between Academies/schools	E	A/I/R
Experience of the effective management of funding and resources	E	A/I
Evidence of successfully leading and sustaining educational initiatives	E	A/I
Evidence of effective appointment and personnel management	E	A/I/R
Knowledge and understanding of:		
Local and national policies, priorities and statutory frameworks, including governance	E	A/I
Ways to build, communicate and implement a shared vision across a number of schools	E	A/I/R
Leading change, creativity and innovation	E	A/I/R
New technologies, their use and creative impact	E	A/I
Strategies for communication, both within and beyond the schools	E	A/I
Models of teaching and learning	E	A/I
Models of attendance and behaviour management	E	A/I

Strategies for ensuring inclusion, diversity and access	E	A/I
Curriculum design and management across a number of Academies	E	A/I
The self-evaluation process and its role in driving continuous improvement	E	A/I
Strategies to promote individual, team and organisational development	E	A/I/R
Building and sustaining a learning community across a number of Academies/schools	E	A/I
The impact of change on organisation and individuals	E	A/I
Strategic financial planning, budgetary management and principles of best value	E	A/I
Legal issues relating to managing an Academy, including equal opportunities, race relations, disability, human rights and employment legislation	E	A/I
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of Academy life, including challenging poor performance	E	A/I
Models of school, home, community and business partnerships	E	A/I
The work of other agencies and opportunities for collaborations	E	A/I
Personal Skills and Abilities:		
Ability to develop and maintain a clear vision and lead others to plan and deliver it	E	A/I/R
Ability to articulate this vision to diverse audiences	E	A/I/R
Ability to establish successful relationships at all levels and have good communication skills both verbal and written	E	A/I/R
Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the Academy	E	A/I/R
Approachable, has presence and enjoys being highly visible to staff, pupils and parents	E	I/R
Ability to remain resilient, positive, enthusiastic and good humoured when working under pressure	E	A/I/R
Adaptability; able to embrace change	E	A/I/R
Self-motivated with excellent organisational skills and the ability to prioritise workload effectively	E	A/I/R
Confidence to delegate management tasks, trust those responsible and monitor their implementation	E	I/R
Able to ensure resources are deployed to the maximum benefit of staff and pupils	E	A/I/R
Ability to inspire and develop leadership in others	E	A/I/R
Ability to collaborate effectively with other partners and build and maintain good relationships with all stakeholders	E	A/I/R

Values diversity and the unique contribution that every individual makes to the learning community	E	A/I/R
Competent user of ICT	E	A/I/R
Safeguarding:		
Understanding of responsibilities of the Headteachers in ensuring compliance with Health and Safety legislation	E	A/I/R
Clear commitment to and understanding of child protection matters, safeguarding legislation and practice	E	A/I/R
Other (including special requirements):		
Commitment to health and safety	E	I