# PERSON SPECIFICATION for the post of Executive Headteacher

### Education

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| Essential | Desirable |
| Qualified teacher status  First degree  Evidence of continuing professional development related to existing post. | Relevant higher degree or professional qualification, for example an MA in Curriculum Studies or NPQH  Evidence of wider professional development. |

### Experience

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| Essential | Desirable |
| Experience as a Deputy Headteacher in a maintained school or single Academy  or  Experience as a Headteacher of a school in a Multi Academy Trust.  Experience as a Head of Department.  Holding significant whole school briefs that directly relate to pupils’ educational outcomes. | To have been responsible for a large budget  Experience of line managing a SENCO or of teaching children with special educational needs.  Experience of writing a secondary school timetable  Experience of holding a brief, as a Senior Manager, for teacher professional development.  Experience of and success with teaching mixed attainment classes. |

### Job related knowledge, aptitude and skills

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| Essential | Desirable |
| Ability to teach to a good standard  Sympathy with our Academy’s approach of shared systematic practice  An understanding that our teachers’ expertise is the greatest of the influences on pupil achievement that we, in schools, have some control over.  Knowledge of the findings of educational research into school effectiveness and the ability to use these to shape a school’s development plans  Knowledge of how to design and implement teacher-training programmes that are systematically linked to pupils’ learning needs.  Being open to re-thinking current practice and drawing in successful ideas from research, other schools and systems  To be able to set goals.  Consider the unintended as well as intended consequences of planned actions, in particular in relation to wider school values and purposes.  Experience and knowledge of how to use data in the process of improving educational outcomes.  Communicate well with Governors, staff, pupils and parents, including being able to clearly articulate the school’s vision, plans and goals  To have extensive knowledge of safeguarding procedures and an ability to maintain and develop a culture of vigilance to safeguard the welfare of pupils  Get the best out of all staff through an approach based on dialogue and an ‘I can help you with that’ attitude.  The skill to avoid ending up doing the jobs of those you line manage and instead to make sure that they do it themselves.  Ability to write clearly and concisely | Ability to be able to understand financial reports such as monthly budget monitoring reports and cash flow charts  Ability to understand strategic financial planning.  Ability to be able to read quickly and understand, contract documents, DfE Guidance and statute  Experience working as a manager in either a Multi Academy Trust or in a split site school (familiarity with the education of pupils across multiple sites/schools) |
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### Personal Qualities

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| Essential | Desirable |
| To have a strong moral compass  To be approachable  A well-developed sense of ownership and responsibility for one’s work.  The ability to work independently and to see things through from conception to implementation, possibly over long periods of time, dealing along the way with the inevitable setbacks.  A conviction that the best and right way to secure and maintain good outcomes for students is by getting the basics right  A belief that as teachers we can all increase our expertise and that in the interests of pupils we have an obligation to do so. |  |
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