

PERSON SPECIFICATION for the post of Executive Headteacher

Education

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

Experience

Essential	Desirable
Experience as a Deputy Headteacher in a maintained secondary school or single Academy or Experience as a Headteacher of a secondary school in a Multi Academy Trust.	To have been responsible for a large budget
Experience as a Head of Department.	Experience of line managing a SENCO or of teaching children with special educational needs.
Holding significant whole school briefs that directly relate to pupils' educational outcomes.	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

Essential	Desirable
Ability to teach to a good standard	Ability to be able to understand financial reports such as monthly budget monitoring reports and cash flow charts
Sympathy with our Academy's approach of shared systematic practice	Ability to understand strategic financial planning.
An understanding that our teachers' expertise is the greatest of the influences on pupil achievement that we, in schools, have some control over.	Ability to be able to read quickly and understand, contract documents, DfE Guidance and statute
Knowledge of the findings of educational research into school effectiveness and the ability to use these to shape a school's development plans	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)
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

Personal Qualities

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.