**CHIEF EXECUTIVE OFFICER**

**PERSON SPECIFICATION**

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

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| **QUALIFICATIONS AND TRAINING** | **Essential on appointment** | **Desirable on appointment** (if not attained, development may be provided for successful candidate) |
| Degree or equivalent, and a recognised professional teaching qualification relevant to the role | **X** |  |
| A record of recent and relevant continuing professional development | **X** |  |
| Evidence of gaining or working towards NPQH, NPQEL, CEPQH or other post-graduate educational/leadership, management qualificationor accreditation in school improvement (NLE, OFSTED Inspector) |  | **X** |
| Evidence of continuous professional development including recent leadership training | **X** |  |
| **EXPERIENCE** | **Essential on appointment** | **Desirable on appointment** |
| A successful, significant and demonstrable track record of effective school leadership and management at senior level with thorough knowledge of the statutory requirements, frameworks and legislation applicable to Multi-Academy Trusts and wider educational landscape. | **X** |  |
| Demonstrable success in achieving rapid and sustained school improvement, using data and other contextual information insightfully. | **X** |  |
| Experience of successful working with Local Governing Boards, Trustees, Members other senior leaders and external stakeholders at a Board role in a Trust or educational setting. | **X** |  |
| Successful track record of strategic planning, including HR and financial planning, budgetary management, and application of robust financial management. | **X** |  |
| Evidence of leading and implementing successful school improvement strategies in other schools, e.g. by leading a school intervention, as a School Improvement Partner, Executive Headteacher etc. | **X** |  |
| Evidence of Trust leadership across a range of school types and sizes | **X** |  |
| Experience of facilitating Trust wide improvement in partnership with central Trust teams |  | **X** |
| Experience of operating effective governance and delivery of corporate social responsibility | **X** |  |
| Experiencing leading significant organisational growth and change | **X** |  |
| Experience managing and promoting organisational reputation to networks and external stakeholders | **X** |  |
| **SKILLS, KNOWLEDGE AND UNDERSTANDING** | **Essential on appointment** | **Desirable on appointment** |
| Ability to communicate a vision of what constitutes outstanding teaching and learning | **X** |  |
| Understanding of the statutory educational framework, current education issues in relation to Academies, Company and Charity Law; also knowledge of relevant policies, legislation and codes of practice across education | **X** |  |
| Clear understanding and knowledge of the role of governance in a Trust including understanding any issues specifically relating to academies | **X** |  |
| Strategic planning, using data, targets and benchmarking to monitor and review progress against plans in terms of standards, performance and finances, taking decisive action as necessary in implementing | **X** |  |
| Resource management: estimating securing and monitoring resources, including the ability to advise on funding and grant opportunities for the Academy Trust | **X** |  |
| Experience implementing strategies for developing effective senior leaders to ensure good and better education provision and outcomes | **X** |  |
| Up to date knowledge and understanding of research relating to education and of current and emerging Ofsted policy and practice | **X** |  |
| **ETHOS AND PERSONAL QUALITIES** | **Essential on appointment** | **Desirable on appointment** |
| Highly effective, adaptive and credible leader, who inspires the respect and support of others and is a strong visible presence for the Trust | **X** |  |
| Experience of developing and leading a culture that facilitates:   1. reflection, opportunity, and ambition 2. delegated responsibilities with strong performing teams 3. a climate of inspiration and participation, striving for continuous improvement 4. personal development opportunities for all 5. resilience | **X** |  |
| Ability and commitment to working flexibly and collaboratively as part of a team, whilst taking a leading role when required. This includes a willingness to work flexible hours | **X** |  |
| A requirement to travel to any of the schools within Extol Trust and any other meetings as required to represent Trust interests. | **X** |  |

In addition to the above, there will be a particular focus on the following key competencies;

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| **Key Competencies** | **Essential on appointment** |
| Passionate Commitment to Education | **X** |
| Clarity of Vision | **X** |
| Strategic Thinking | **X** |
| Skilful Communication According to Audience | **X** |
| Respect for Others | **X** |
| Partnership Working | **X** |
| Seeks Organisational Reflection | **X** |

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| **SAFEGUARDING**  These criteria will be tested at interview. Please note this post is exempt from the Rehabilitation of Offenders Act 1974 and subject to a satisfactory enhanced DBS disclosure and barred list check. | **Essential on appointment** |
| Demonstrate a commitment to safeguarding and the welfare of children and young people | **X** |
| Form and maintain appropriate relationships and personal boundaries, demonstrating and maintaining appropriate authority | **X** |
| Secure knowledge of current statutory safeguarding guidance for schools and understanding of the strategic and operational management of safeguarding to protect the health and wellbeing of children and young people, and staff. | **X** |