Headteacher Persona

Richard Adams

Overview

Richard is a dedicated Headteacher committed to fostering a high-achieving and supportive school environment. His role spans strategic leadership, staff development, curriculum oversight, and maintaining compliance with safeguarding, GDPR, and Ofsted regulations. He is also heavily involved in staff recruitment and budget management.

Richard is passionate about using technology to improve efficiency and student outcomes. He values AI-driven solutions and MIS platforms that streamline administrative tasks.

School Setting: Red Crawshaw Secondary School, part of a MAT with 755 students and approximately 90 staff members.

Key aspects

This section is about Richard's emotional characteristics, key responsibilities and areas of focus and challenges.

Category	Information
Personality traits	- Creative, open-minded and professional yet approachable - Strategic and innovative thinker - An empathetic and supportive leader with a sense of humour
Biggest joys	- Being visible and engaging with students and staff - Building a collaborative and supportive environment - Improving school efficiency and student outcomes - Seeing staff and student growth and success
Values	- Prioritises student outcomes and staff wellbeing - Embraces technology, sees it as the future to better work

	• Advocates for professional growth and collaboration
Goals and aspirations	• **Short-term:** Improve data management and streamline HR processes. • **Long-term:** Position Red Crawford as a leading school in academic performance and staff satisfaction.
Main Responsibilities	• Establishing and maintaining school vision and strategy • Staff recruitment, retention, and development (significant time spent on recruitment) • Overseeing curriculum development and teaching quality • Managing budgets and resource allocation • Ensuring compliance with safeguarding, GDPR, and Ofsted • Stakeholder engagement (e.g., visible presence and communication with parents, students, and staff) • **Additional responsibilities:** Procurement, Governor
Motivations	• Improving school efficiency and performance • Using technology to enhance teaching and admin processes • Retaining talented staff through support and development
Main challenges	• **Resource constraints:** Managing tight budgets while meeting staffing and operational needs. • **Recruitment and retention:** Attracting and retaining high-calibre teachers in a stressful role. • **Compliance:** Staying updated on evolving safeguarding, regulatory changes and needs. • **Admin overload:** Balancing strategic responsibilities with day-to-day operational demands. No two days are the same. • **Data management:** Using non-cloud-based tools like 4Matrix adds complexity to accessing and using data effectively.

Demographics

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- **Age Range:** 45-50 years old

- **Gender:** Male (Predominantly a male leadership role)

- **Hobbies and interests:** Cycling, watching football, family time, outdoor activities

- **Work-life balance priorities:** He recognises the need to maintain a balance between professional and personal life. Prioritises family activities such as taking his daughter to sports and extracurriculars during the weekend.

- **Educational Background:** Richard followed a traditional educational career path of undergraduate University qualifications in education, with leadership training in school management. Richard went from a Geography Teacher to Head of Department (Geography) to Deputy to Headteacher.

  - However, some Headteachers follow a more unconventional career path, for example, leaving school at 16 with two GCSEs before training as a chef, running a pub, and working in a mortgage company. At 25, after returning to college and university, they transition into education as a Business Studies teacher.

  - Headteachers can also have side knowledge roles like IT Manager and Network Administrator.

Career Background

- **Current Job Title:** Headteacher

- **School:** Red Crawshaw Secondary School

- **Time in current role:** 9+ years

- **Previous positions held:**

  - Deputy Headteacher

  - Head of Department (Geography)

  - Geography Teacher

Peer to Peer: Richard belongs to a community of headteachers from his local area. He meets with them fairly regularly, and he likes to learn from them.

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Type of School (Free School, LA, SAT or MAT)

- **School is a part of a MAT**

- **Governance:** DfE

- **School phase:** Secondary school

- **School Size:**

  - **Students:** 755 pupils

  - **Staff:** Approximately 90 members

Decision-making and buying influences

- **Decision-making authority:** As the Headteacher, Richard is influential in the decision-making group, especially regarding school-level purchases.

- **Richard's influencers:** Senior leadership team, data managers, and feedback from admin and teaching staff.

- **Buying Triggers:**

  - Systems that reduce administrative burdens

    - Richard sees the potential of AI to reduce workload: **"starting to see the benefits of using Gemini and all kinds of other different parts of AI just to make life so much easier."**

  - Platforms that integrate seamlessly with existing tools like Arbor

  - Solutions that offer measurable improvements in efficiency and outcomes

    - Richard values systems that contribute to efficiency and outcomes, as indicated by his mention of the effectiveness of Arbor in behaviour management: **"I think Arbor really helps with that…the way Arbor is visually you're able to use it is very user friendly for the teacher."**

Factors affecting purchasing decisions

- **Integration:** Preference for systems compatible with current MIS (Arbor)

- **User experience:** Intuitive design to reduce training time and complexity

- **Cost-effectiveness:** Solutions that demonstrate clear ROI

- **Reputation and peer recommendations:** Trust in vendors with proven success in similar schools

Governance structure

The external factors, the governor and MAT central team's focus that significantly affect Richard's decision-making.

- **Motivations:**

  - Innovation in education delivery.

    - **Impact:** This would influence his choices regarding curriculum resources, professional development, and the selection of educational technology.

  - Efficient tools to manage operations autonomously.

- **Pain Points:**

  - Limited internal administrative support.

    - **Impact:** This influences his evaluation of tools for attendance tracking, pupil progress monitoring, and communication with parents.

  - Need for scalable solutions as enrolment grows.

- **Decision-Making:**

  - Values tools that showcase measurable improvements in student outcomes and efficiency.

Communication Preferences

- **Preferred Channels:** Email for policy updates and newsletters; webinars and in-person meetings for training and demos

- **Valued Content:**

  - Policy changes and compliance updates

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- ○ Research-based strategies to improve teaching and administrative outcomes

- ○ Case studies and success stories from similar schools. Richard likes to learn from others.

MIS needs

- **Prioritised Features:**

  - ○ Expresses the need for advanced data analytics

  - ○ Centralised staff records and automated alerts for training renewals

  - ○ Seamless integration with HR and recruitment platforms

  - ○ Cloud-based accessibility to address current limitations

Note

This persona is based on qualitative research from two Headteachers of secondary schools, one a free school and the other an academy. It is also built from interview research from The Key Group and Arbor sales team knowledge.