**Person Specification/Selection Criteria for a Deputy Headteacher in a Catholic School**

***The school’s Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teaching of the Roman Catholic Church and the Trust Deed of the Archdiocese of Liverpool. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects.***

**The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the Trust Deed.**

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded

**[A] Faith Commitment**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Practising Catholic |  |  | A/R |

 **[B] Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Qualified teacher status |  |  | **A** |
| Degree (or equivalent qualification, e.g. Teaching Certificate) |  |  | **A** |
| CCRS/CTC or commitment to obtaining the certificate |  |  | **A** |

 **[C] Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Evidence of appropriate professional development for the role of Deputy Headteacher  |  |  | **A/I** |
| Evidence of recent leadership and management professional development |  |  | **A** |
| Has successfully undertaken appropriate Safeguarding Training |  |  | **A** |

**[D] School leadership and management experience**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Substantial and current experience as a senior leader including at deputy headteacher level.  |  |  | **A/I/R** |
| Active and effective leadership of a team and curriculum area level.  |  |  | **A/I** |
| To have active leadership in school self-evaluation and development planning |  |  | **A/I** |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement |  |  | **A/I** |
| To have had responsibility for policy development and implementation |  |  | **A/I** |
| To have had experience of leading key aspects of staff development across the primary range |  |  | **A/I** |
| To have experience of offering school to school support within identified specialism |  |  |  |
|  |  |  |  |

**[E] Experience and knowledge of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Experience of teaching in more than one school |  |  | **A** |
| Experience of teaching in a Catholic school |  |  | **A** |
| To have taught in at least 2 Key Stages within the primary setting |  |  | **A/I** |
| Significant teaching experience within the primary phase |  |  | **A/I** |
| To have a current knowledge and understanding of all 3 Key Stages in the primary phase |  |  | **A/I** |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses |  |  | **I** |
| To be able to exemplify how the needs of all pupils have been met through high quality teaching |  |  | **A/I** |

**[F] Professional Attributes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| To be able to demonstrate an understanding of the needs of pupils at this school and how these could be met |  |  | **A/I** |
| To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies |  |  | **A/I** |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process), including use of IT |  |  | **A/I** |
| To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice |  |  | **A/I** |

**[G] Personal Qualities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Continue to promote our strong educational philosophy and values |  |  | **A/I** |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals |  |  | **A/I** |
| Be approachable, person-centered |  |  | **I** |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people |  |  | **A/I** |
| Build and maintain quality relationships through interpersonal skills and effective communication |  |  | **A/I/R** |
| Demonstrate personal and professional integrity including modeling values and vision |  |  | **A/I** |
| Inspire trust and confidence across the school and community |  |  | **A/I** |
| Ability to manage and resolve conflict |  |  | **A/I** |
| Prioritise, plan and organise themselves and others |  |  | **A/I** |
| Think analytically and creatively and demonstrate initiative in solving problems |  |  | **A/I** |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon, as appropriate, feedback from others |  |  | **A/I** |
| Demonstrate impact and presence |  |  | **A/I** |

**[H] Confidential References and Reports**

|  |  |  |  |
| --- | --- | --- | --- |
| A positive and supportive faith reference from a priest where the applicant regularly worships |  |  | **R** |
| Positive recommendation from all referees, including current employer |  |  | R |

**[I] Application Form and Supporting Statement**

The form must be fully completed and legible.

The supporting statement, which forms part of the CES form, should be clear, concise and related to the specific post.