

Leadership

Assistant Director of School Improvement (Primary)

PERSON SPECIFICATION

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ASSISTANT DIRECTOR OF SCHOOL IMPROVEMENT (PRIMARY)

Criteria	Essential	Desirable
Faith Commitment A practicing and committed Catholic	X	
Secure understanding of the distinctive nature of the Catholic schools and Catholic education	X	
Understanding of the leadership role in the spiritual development of pupils and staff	X	
Understanding of the MAC's role in the parish and wider community and in promoting community cohesion	X	
Qualifications Qualified Teacher Status (QTS)	X	
Specialist Leader of Education (SLE)		X
Catholic Certificate of Religious Studies or equivalent		X
National Professional Qualification Headship (NPQH) or have completed or completing training as a Section 48 or/and as an Ofsted inspector or post graduate qualifications, such as masters, or other evidence of further study	X	
Experience/ Outcomes Experience of holding leaders, teachers, and support staff to account with robust school improvement outcomes	X	
Experience in primary education as a Headteacher/ Executive Headteacher where significant and consistent school improvement can be demonstrated by Good/Outstanding Ofsted, Section 48 judgements and student outcomes	X	
Successful leadership management of school self-evaluation, improvement planning and target setting.	X	
Successful leadership of above average outcomes for KS2 in reading, writing and maths.	X	
Experience of effectively initiating and managing positive change and influence	X	
Professional Development in School Improvement Evidence of continuing professional development relating to school leadership and management, curriculum, teaching, resourcing, appraisal/performance management, compliance, sustainability, system development, safeguarding, building communities, innovative learning, and education strategies	X	

Ability to identify own emotional intelligence needs and to support others in identifying their professional development requirements to build high performing teams	X	
Evidence of continuing professional development relating to the Catholic mission, religious education, and ethos	X	
Experience of supporting and working effectively with other education leaders, schools, and organisations in school improvement.	X	
Experience of leading and coordinating high impact professional leadership and team development opportunities in school improvement.	X	
Up to date understanding of current government strategies, regulations, academy compliance and the implications for pupils, leaders, teachers, and support staff	X	
Strategic leadership Ability to articulate and share of vision of education within the context of the mission of a Catholic School and across a multi academy	X	
Evidence of having successfully translated vision into reality at whole-school and multi academy level	X	
Ability to inspire and motivate leaders, teachers, support staff, Governors, Board of Directors, parents and communities to achieve the aims of Catholic education	X	
Evidence of successful strategies for planning, implementing, monitoring, and evaluating school improvement	X	
Ability to analyse data, develop strategic plans, set targets, monitor, and evaluate progress towards these	X	
Knowledge of what constitutes quality in education provision, the characteristics of effective schools and strategies for raising standards and the achievement of pupils	X	
Understanding of and commitment to promoting and safeguarding the welfare of pupils'	X	
Knowledge of the role of the Board of Directors and Local Governing Bodies in a Catholic voluntary aided school, academy and multi academy	X	
Ability to support current school leaders and to support the rapid growth of the multi academy and underperforming and vulnerable schools	X	

Teaching and Learning A secure understanding of the requirements of the National Curriculum	X	
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	X	
A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	X	
Experience of effective monitoring and evaluation of teaching and learning	X	
Secure knowledge of statutory requirements relating to the curriculum and assessment	X	
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	X	
A secure understanding of the requirements of the Curriculum Directory for Religious Education	X	
Understanding of successful teaching and learning in religious education across the key stages	X	
Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to the behaviour management	X	
Leading and Managing teams Experience of successfully leading leadership teams, teachers, and support staff	X	
Ability to effectively delegate work and support colleagues in undertaking responsibilities and accountability	X	
Experience of consistent appraisal and performance management whilst supporting the professional development of colleagues	X	
Understanding of effective budget planning and resource deployment	X	

Experience of working with Local Governing Bodies to enable them to fulfil whole-school responsibilities	X	
Experience of working with Board of Directors	X	
Successful involvement in staff recruitment, retention, and induction strategies	X	
Understanding of how robust financial and resource management enable a school and multi academy to achieve its educational and school improvement priorities	X	
Accountability Ability to communicate effectively, verbally and in writing to a range of audience e.g., leaders, teams, pupils, parents, board of directors, local governing bodies, parishioners, clergy, communities	X	
Experience of effective whole-school self-evaluation and improvement strategies	X	
Successful leadership as the Headteacher of Ofsted and Section 48 inspections with at least, 'good' judgements	X	
Ability to provide clear information and advice to staff, Board of Directors and Local Governing bodies.	X	
Secure understanding of strategies for teacher appraisal and support staff performance management	X	
Experience of presenting reports to Local Governing Bodies	X	
Understanding of the criteria for the evaluation of a Catholic school	X	
Leading sessions to inform parents, communities and leadership teams	X	
Experience of offering challenge and support to school improvement priorities	X	

Skills, Qualities and Abilities High quality teaching skills	X	
Strong commitment to the mission of a Catholic school	X	
Commitment to their own spiritual formation and that of pupils	X	
High expectations of pupils' learning and attainment	X	
Strong commitment to school improvement and raising achievement for all	X	
Ability to build and maintain positive relationships	X	
Ability to remain resilient when working under pressure	X	
Ability to effectively organize work, delegate effectively, prioritize tasks, make sound decision, and time management strategies	X	
Empathy with young people and other leaders	X	
Ability to maintain confidentiality	X	
References Positive and supportive faith reference from the parish priest where the applicant regularly worships	X	
Positive recommendation in professional references	X	
Faith and professional reference without reservation	X	

Note:

The panel will be advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.

The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.

It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidates' application and observing all the various aspects of the interview process.

The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.