



**Person Specification/Selection Criteria for**  
**Assistant Head of School in St John the Evangelist Catholic Academy**

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***

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

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

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

**[A] Faith Commitment**

	Essential	Desirable	Source
Practising Catholic (essential for one AHT / desirable for the other)		D	A/I/R
Involvement in a parish community		D	A/I/R

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

	Essential	Desirable	Source
Leading school worship	E		A/I/R
Ways of developing religious education and worship		D	A/I/R
A commitment to strategic thinking and planning those builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school	E		A/I/R
How relationships should be fostered and developed between the school, local parish, and its community and Diocese of Leeds		D	A/I/R
Has completed the Catholic Leadership Programme or has a commitment to do so		D	A/I/R

**[B] Qualifications**

	Essential	Desirable	Source
Qualified teacher status	E		A/CC
Degree	E		A/CC
CCRS/CTC or commitment to obtaining the certificate		D	A/CC/I

**[C] Professional Development**

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of Senior Leadership		D	A
Evidence of recent leadership and management professional development		D	A
Has successfully undertaken appropriate Child Protection training	E		A/I/CC
Has successfully undertaken Designated Senior Person training		D	A/I/CC

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

	Essential	Desirable	Source
Recent successful leadership as a middle leader or above	E		A/I/R
Be able to demonstrate successful / effective leadership in a school in a similar community / facing similar challenges		D	A/I/R
To have had active and effective leadership of a team or key stage/ curriculum area	E		A/I/R
To have taken an active involvement in school self-evaluation and development planning		D	A/I/R
To have implemented and developed a whole school initiative		D	A/I/R
To have had responsibility for policy development and implementation	E		A/I/R
To have had experience of and ability to contribute to staff development across the primary range (e.g., coaching, mentoring, INSET for staff)	E		A/I/R

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

	Essential	Desirable	Source
Experience of teaching in more than one school		D	A/I/R
Experience of teaching in a school in similar circumstances / serving a similar community		D	A/I/R
To have taught in at least 2 Key Stages		D	A/I/R
Significant teaching experience within the primary phase	E		A/I/R
To have a knowledge and understanding of all 3 Key Stages in the primary phase	E		A/I/R
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		A/I/R

To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching	E		A/I/R
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#### **[F] Professional Attributes**

	Essential	Desirable	Source
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Be able to demonstrate an understanding, awareness, and empathy for the needs of the pupils at St John the Evangelist Primary School and how these could be met.	<b>E</b>		<b>A/I/R</b>
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.	<b>E</b>		<b>A/I/R</b>
To have excellent written and oral communication skills (which will be assessed at all stages of the process).	<b>E</b>		<b>A/I</b>
To have the potential to be a leader of learning demonstrating, promoting, and encouraging outstanding classroom practice / or to be a leader of school's Special Educational Needs and Disabilities provision	<b>E</b>		
Show a good commitment to sustained attendance at work	<b>E</b>		<b>A/I/R</b>

### **[G] Personal Qualities**

**All of the following are considered essential for the post and will be assessed through interview and reference:**

- Continue to promote John the Evangelist strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan, and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour

### **[I] Confidential References and Reports**

A positive and supportive faith reference from a priest where the applicant regularly worships. (Essential for one candidate / desirable for the other)	<b>D</b>
Positive recommendation from all referees, including current employer.	<b>E</b>
A second supportive professional reference	<b>E</b>

## **[J] Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise, and related to the specific post.

***Regardless of guidance on the CES Leadership Application Form, the governors wish your supporting statement to be no more than 3 sides of A4,***

**JOB TITLE:** Assistant head teacher

**ACCOUNTABLE TO:** Head of School and Executive headteacher

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governing body and BCWCAT acknowledge the importance of the role of the Assistant Head within a Catholic School and will actively offer long term support, encouragement, affirmation, and realistic challenge to the successful candidate.

### **MAIN PURPOSE:**

The Assistant Head of School will:

- Support, promote and uphold the Catholic Ethos and values of the school.
- Always support the Head of School
- Undertake the normal responsibilities of the class teacher.
- Be a member of the senior leadership team.
- Assist the Head of School in managing and leading the school.
- Support and represent the Head of School as and when required
- Act in any absence of the Head of School as Head of School of the school
- Undertake such duties as are delegated by the Head of School.
- Play a key role, under the overall direction of the, in formulating and reviewing the School Improvement Plan, aims and objectives of the school by:
  - Establishing the policies through which they shall be achieved
  - Managing staff and resources to that end
  - Monitoring progress towards their achievement
  - Leading key subject areas effectively.
  - Supporting the development of other staff.

### **MAIN TASKS:**

The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement the Senior Leadership Team overall.

#### **1. Class Teacher Responsibilities**

- 1.1 To carry out the duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment.
- 1.4 to lead by example in the provision of Teaching & Learning

#### **2. The Internal Organisation, Management and Control of the School**

- 2.1 To have specific responsibilities (e.g., for aspects of school management of the curriculum) to be agreed upon appointment.
- 2.2 To contribute to:

- Maintaining and developing the Catholic ethos, values, and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- Monitoring and evaluating the performance of the school
- Implementing the Diocese, Local Authority and the Governing Body policies on all matters including equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability, and special needs
- The efficient organisation, leadership, management, and supervision of school routines

### **3. Curriculum Development**

3.1 To contribute to:

- The development, organisation, and implementation of the school's curriculum
- School policies in curriculum, teaching and learning styles, assessment, recording and reporting
- Ensuring that the learning and teaching provided by different key stages and teaching teams for a co-ordinated, coherent curriculum entitlement for individuals
- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
- The promotion of extra-curricular activities in accordance with the educational aims of the school

### **4. Pupil Care**

4.1 To contribute to:

- The development, organisation, and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct / discipline and a proper regard for authority and the encouragement of good behaviour
- The development among pupils of self-discipline
- The handling of individual disciplinary cases

### **5. The Management of Staff**

- 5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school
- 5.2 To contribute to good leadership and management practice by ensuring positive staff participation, effective communication, and procedures
- 5.3 To participate in arrangements made in accordance with the regulations for the

- appraisal of the performance of teachers in school
- 5.4 To contribute to staff development policies in relation to:
- The induction of new and newly qualified teachers and other staff
  - The provision of professional advice and support and the identification of training needs
  - Students under training / work experience
- 5.5 To demonstrate effective leadership, representation, and liaison both within the school and other interested or involved persons or bodies.
- 5.6 To maintain good relationships with individuals, groups, and staff unions and associations.

## **6. The Management of Resources**

- 6.1 To contribute to the formulation of the school's policies and procedures concerning resource management
- 6.2 To allocate, control and account for those financial and material resources of the School which are delegated by the head teacher.
- 6.3 To promote an attractive environment which stimulates learning and enhances the appearance of the school.
- 6.4 To contribute to arrangements for the security and effective supervision of the school Buildings, their contents, and grounds, including aspects of health and safety.
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

## **7. Relationships**

- 7.1 To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist liaison and co-operation with BCWCAT team, Authority officers and support services.
- 7.3 To help in maintaining and developing effective communications and links with parents and to provide responses to concerns and problems regarding their children's education.
- 7.4 To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To assist liaison with other professional bodies, agencies, and services.
- 7.6 To develop and maintain positive links and relationships with the Parish, community, local organisations, and employers:
- To promote a positive image of the school and BCWCAT
  - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

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

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time and may only be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.

## **APPLICATION FORM AND LETTER**

The CES (Catholic education service) application form should be **fully completed** and legible. The letter/supporting statement should be clear, concise, address the criteria identified in the advert and person specification and be no longer than 3 sides of A4.