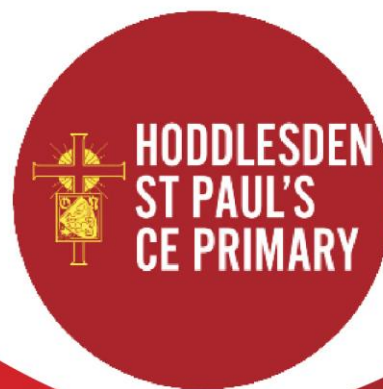


As God's family, together we achieve



**Person Specification/Selection Criteria for Assistant Headteacher
at
Hoddlesden St Paul's Church of England Primary School.**

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

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

Faith Commitment

| | Essential | Source |
|--|------------------|---------------|
| Full and active member of a church in membership of Churches Together in England. (This requires evidence of current church involvement and clear indication of the applicant's beliefs in relation to a Church school). | E | A |

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 |
| A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school. | E | | A I |
| How relationships should be fostered and developed between the school, local Church and its community | E | | A I |

| | | | |
|---------------------------|--|--|--|
| and Diocese of Blackburn. | | | |
|---------------------------|--|--|--|

Qualifications

| Qualification requirements | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Qualified teacher status | E | | A |
| Degree or equivalent | E | | A |
| Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training | E | | A I |
| Evidence of further study | | D | A |
| Willingness to study for NPQs | | D | A |

Experience

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Varied experience and understanding of teaching and learning across the primary age range, particularly Key Stage 1 | E | | A |
| Evidence of recent experience in a senior leader or middle manager role in a primary school | E | | A |
| Experience of leading and managing people | E | | A |
| Experience of contributing to self-evaluation and school improvement | E | | A |
| Experience of leading training and other staff development activities, including Appraisal | E | | A |
| Experience of working in at least two schools | | D | A |
| Responsibility for developing, monitoring and evaluating school provision for Pupil Premium Funding | | D | A |
| Experience of coaching and mentoring | | D | A |
| Experience of working with governors, parents and the wider community | | D | A |

Knowledge and Understanding

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| A proven track record as an outstanding teacher | E | | A I |
| Knowledge of the curriculum for Key Stage 1 | E | | A I |
| Knowledge of the curriculum for EYFS | | D | A I |
| In-depth knowledge of curriculum development and effective pedagogy | E | | A I |
| In-depth knowledge of early reading and phonics. | E | | A I |
| To have implemented and developed a whole school initiative | E | | A I |
| To have had responsibility for policy development and implementation | E | | A I |
| To have had experience of and ability to contribute to staff development across the primary range. | E | | A I |
| Knowledge of how the effective use of data and target setting can raise standards | E | | A I |
| Up to date knowledge and understanding of current | E | | A I |

| | Essential | Desirable | Source |
|--|------------------|------------------|---------------|
| educational issues | | | |
| Be able to demonstrate successful and effective leadership in a school in a similar community and / or facing similar challenges | E | | A I |
| Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils. | E | | A I |
| Evidence of highly effective teaching in more than one year group | E | | A I |
| Excellent Subject Leadership of a core subject. | E | | A I |

Professional Skills

| | Essential | Desirable | Source |
|--|------------------|------------------|---------------|
| Ability to deal effectively and positively with a range of pupil behaviours. | E | | AIR |
| An outstanding ability to communicate effectively, both orally and in writing, with a range of audiences | E | | AIR |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | E | | AIR |
| Have a good commitment to sustained attendance at work | E | | AIR |
| Ability to positively influence and motivate people to work both individually and in teams | E | | AIR |
| Ability to implement change and plan strategically | E | | AIR |
| Ability to prioritise, work under pressure and meet deadlines | E | | AIR |

Personal Attributes

| | Essential | Desirable | Source |
|--|------------------|------------------|---------------|
| Demonstrate an awareness of the needs of the pupils at Hoddlesden St Paul's CEP School and how these could be met. | E | | AI |
| A passion for pupil aspiration | | | |
| Relate well to pupils, staff and parents and care about their individual needs | E | | AIR |
| Able to adapt to changing circumstances and new ideas in a positive and creative manner | E | | AI |
| Ability to deal with sensitive issues in a professional manner | E | | AIR |
| Excellent organisational skills and the ability to prioritise | E | | AIR |

| | | | |
|---|----------|--|------------|
| tasks, make decisions and manage time effectively | | | |
| Ability to build and maintain good relationships across the wider school community | E | | AIR |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E | | AIR |

Safeguarding

| | Essential | Desirable | Source |
|---|------------------|------------------|---------------|
| Displays commitment to the protection and safeguarding of children and young people | E | | AI |
| The ability to form and maintain appropriate relationships and personal boundaries with young people. | | | |
| Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | E | | AIR |
| Will co-operate and work with relevant agencies to protect young people | E | | AI |

[F] Confidential References and Reports

| | |
|---|----------|
| Positive recommendation from all referees, including current employer | E |
| Positive and supportive faith reference from the priest/minister where the applicant regularly worships. Candidates who do not use their Parish priest/minister must give an explanation in the letter of application | D |

[G] Application Form and Supporting Statement

The form must be fully completed, typed and legible. The supporting statement should be typed, clear, concise and related to the specific post and be no longer than three sides of A4, font size 12 Arial.