

# St Joseph's Catholic Primary School



## Person Specification: Assistant Headteacher (Secondment)

|   | Essential   | Desirable  |
|---|---|--|
| <b>Qualifications / Attainments</b>   | <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> </ul>  | <ul style="list-style-type: none"> <li>• Professional development or training undertaken in preparation for senior leadership</li> </ul>   |
| <b>Experience</b>   | <ul style="list-style-type: none"> <li>• Outstanding classroom practitioner with a proven track record</li> <li>• Experience of middle leadership in a Primary School or other leadership and management experience (For example, contribution to management of the school: e.g. subject leader, head of department, head of year, key stage leader, SENCo or experience as a consultant or teacher adviser, timetabling, monitoring &amp; evaluation, data analysis &amp; target setting etc)</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of being part of the senior leadership team, closely supporting the headteacher</li> <li>• Experience of developing teaching and learning with other colleagues</li> <li>• Experience in the role of SENDCo</li> </ul> |
| <b>Professional knowledge and understanding</b><br><br>The successful candidate will be able to demonstrate skill, knowledge and understanding within these areas listed. | <b>A distinctive personal vision for a Catholic school</b> <ul style="list-style-type: none"> <li>• The role of an Assistant Headteacher in leading the spiritual development of pupils and staff</li> <li>• The central place of Religious Education as a core subject in the school's curriculum</li> <li>• The implications for a Catholic school in a diverse community</li> <li>• Current educational issues, including national policies, priorities and legislation and any implications of these for Catholic schools</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Strategies for strengthening a school's link with the wider community including parents, carers and parish</li> <li>• The partnership between the school and the parish community</li> </ul>                                      |
|   | <b>The process of strategic planning for school improvement</b> <ul style="list-style-type: none"> <li>• The principles and practice of effective teaching, learning and assessment</li> <li>• Strategies to promote and sustain individual and team professional development</li> </ul>  | <ul style="list-style-type: none"> <li>• The principles and practice of effective school self-evaluation, including data analysis</li> </ul>   |
| <b>Personal Requirements</b>  | <ul style="list-style-type: none"> <li>• Communicate effectively to a range of audiences, including pupils, staff, parents, other professionals</li> <li>• Prioritise, plan and organise themselves and others</li> <li>• Seek and take account of the views of</li> </ul>  |  |

|  |  |  |
|--|--|--|
|  | <div>others</div> <ul style="list-style-type: none"><li>• Develop effective teamwork</li><li>• Convey personal enthusiasm and commitment</li><li>• A reflective practitioner who challenges themselves</li></ul> |  |
|--|--|--|