



St. Paulinus Catholic Primary School



Inspiring all to live, learn and love in the light of Jesus.

(cf John 8:12)

Person Specification / Selection Criteria for Assistant Headteacher

St. Paulinus Catholic Primary 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
1.	Practising Catholic		E	A/I/R
2.	Involvement in parish community		D	A/I/R

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

		Essential	Desirable	Source
3.	Ways of developing religious education and leading school worship	E		A/I
4.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E		A/I
5.	How relationships should be fostered and developed between the school, parish and its community and Diocese of Leeds.	E		A/I

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Tel: (01924) 488282

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Website: www.stpaulinuscps.org.uk

[B] Qualifications

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

[C] Professional Development

		Essential	Desirable	Source
9.	Evidence of appropriate professional development for the role of Assistant Headteacher	E		A
10.	Has successfully undertaken appropriate Safeguarding/Child Protection training	E		A
11.	Has successfully undertaken Designated Safeguarding Lead Training		D	A/I/CC

[D] School leadership and management experience

		Essential	Desirable	Source
12.	To have substantial and current experience as a senior or middle leader in a primary school	E		A/I/R
13.	To have had active and effective leadership of a team / department/ key stage/ curriculum area	E		A/I/R
14.	To be able to demonstrate successful/effective leadership in a school in a similar community / facing similar challenges		D	A/I
15.	To have taken an active involvement in school self-evaluation and development planning		D	A/I/R
16.	To have involvement in or understanding of financial management in a school in relation to their contribution to school improvement and/ or pupil achievement		D	A/I/R
17.	To have implemented and developed a whole school initiative	E		A/I/R
18.	To have had responsibility for policy development and implementation	E		A/I/R
19.	To have had experience of and ability to contribute to staff development across the primary (E.g. coaching, mentoring, INSET for staff)	E		A/I/R

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[E] Experience and knowledge of teaching

		Essential	Desirable	Source
20.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
21.	Experience of teaching in more than one school		D	A/I/R
22.	Experience of teaching in a school in similar circumstances/ serving a similar community/ teaching in a Catholic School		D	A/I
23.	Significant teaching experience within the primary phase	E		A/I/R
24.	To have a knowledge and understanding of all 3 Key Stages in the primary phase, with a particular focus on experience within KS1		D	A/I/R
25.	To be able to effectively use data, assessment and target setting to raise standards/address areas for development	E		A/I/R
26.	To be able to further develop a sequenced, progressive and personalised Curriculum through creating engaging units of work	E		A/I/R
27.	To be able to exemplify how the needs of all pupils (e.g. SEND, gender, PP and EAL) have been met through high quality planning and teaching	E		A/I/R

[F] Professional Attributes

		Essential	Desirable	Source
28	To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met.	E		I
29.	Inspire, challenge, motivate and empower teams and individuals to achieve high goals both within children and with adults at all levels	E		A/I/R
30.	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	E		I
31.	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I

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32.	To be a leader of learning: demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
33	To be able to show a good commitment to sustained attendance at work, and be able to attend meetings and events outside of the normal working hours	E		A/I/R

[G] Professional Skills

Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions Document. The Assistant Headteacher must be exemplary and be able to:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fulfil wider professional responsibilities

[H] Personal Qualities

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

- Continue to promote the school's strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Be approachable and person-centred
- Inspire trust and confidence across the school and in the community
- Communicate clearly and effectively both orally and in written English
- 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

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- 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
- Able to empathise appropriately
- Be a driving force for improvement and support others to achieve this and maintain this
- Demonstrate impact and presence

[I] Confidential References and Reports

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
Positive recommendation from all referees, including current employer.	E

The School Governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

[J] Application Form and Supporting Statement

The CES Leadership Application Form must be fully completed. The supporting statement should not exceed 1300 words in length, and be clear, concise and related to the advertised post and setting.

[K] Additional information:

Please identify on your application form your interest in one of the following key areas of responsibility and demonstrate how the criteria listed above will enable you to succeed in that role. This criteria will be assessed through your application, interview and references.

- Inclusion Manager (incorporating the SENDCo role)
- Early Reading and Phonics Leader

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