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**MOUNT ST MARY’S CATHOLIC HIGH SCHOOL**

**DEPUTY HEADTEACHER – PERSON SPECIFICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A - RELIGION** | **E/D** | **A** | **I** | **R** |
|  | It is essential for the successful candidate to be a practising Catholic with clear vision and commitment to Catholic education | E | ✓ | ✓ | ✓ |
|  |
| **B - TRAINING & QUALIFICATIONS** | **E/D** | **A** | **I** | **R** |
| 1 | Qualified Teacher Status | E | ✓ |  |  |
| 2 | Degree (or equivalent) | E | ✓ |  |  |
| 3 | Evidence of recent professional development | E | ✓ |  |  |
| 4 | Higher qualification in Leadership/Education | D | ✓ |  |  |
|  |
| **C – EXPERIENCE OF TEACHING & KNOWLEDGE** | **E/D** | **A** | **I** | **R** |
| 1 | Excellent classroom practitioner with outstanding outcomes | E | ✓ | ✓ | ✓ |
| 2 | Excellent knowledge of current educational thinking and research | E |  | ✓ |  |
| 3 | At least 2 years of Leadership experience | E | ✓ |  | ✓ |
| 4 | Up to date knowledge in the areas of data management and evaluation, school SEF and current educational strategies | E | ✓ | ✓ | ✓ |
| 5 | Demonstrable track record of effective monitoring and evaluation of staff and student performance and intervention management to ensure school improvement | E | ✓ | ✓ | ✓ |
| 6 | Demonstrable track record of embracing and implementing innovation in curriculum, assessment and raising standards | D | ✓ | ✓ | ✓ |
| 7 | Demonstrable evidence of leading strategy to improve student progress and outcomes | E | ✓ | ✓ | ✓ |
| 8 | Demonstrable evidence of providing comprehensive exams analysis for curriculum areas and school leadership | D | ✓ | ✓ | ✓ |
| 9 | Experience of leading and line managing department or area | E | ✓ | ✓ | ✓ |
| 10 | Excellent knowledge in the use of School Information Management Systems or equivalent | D | ✓ | ✓ |  |
| 11 | Experience of leading an effective whole school improvement strategy | E | ✓ | ✓ | ✓ |
| 12 | Experience of effectively supporting others to improve their practice and ability to secure progress | E | ✓ | ✓ | ✓ |
|  |
| **D – PROFESSIONAL DEVELOPMENT** | **E/D** | **A** | **I** | **R** |
| 1 | Commitment to supporting CPD to develop the school | E | ✓ | ✓ |  |
| 2 | Experience of effective school improvement initiatives | E | ✓ | ✓ |  |
| 3 | Evidence of active interest in staff development through CPD, staff appraisal and school improvement planning | D |  | ✓ |  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E – PERSONAL SKILLS** | **E/D** | **A** | **I** | **R** |
| 1 | Ability to communicate an effective school vision, high expectations and support the ethos and values of the school | E | ✓ | ✓ | ✓ |
| 2 | Demonstrable ability to work effectively in a wide partnership, lead and strategically challenge under performance to achieve school improvement | E | ✓ | ✓ |  |
| 3 | Demonstrable ability to effectively use data to drive school improvement and progress | E | ✓ | ✓ | ✓ |
| 4 | Demonstrable ability to effectively lead the management of student achievement | E | ✓ | ✓ | ✓ |
| 5 | Commitment to raising standards and achieving the highest standards of attainment for young people and staff | E | ✓ | ✓ | ✓ |
| 6 | Highly effective curriculum management ensuring effective provision | E | ✓ | ✓ | ✓ |
| 7 | Ability to form and maintain appropriate relationships and personal boundaries with students | E | ✓ |  | ✓ |
| 8 | Ability to lead programmes to coach/mentor, support and challenge staff and students to ensure progress | D |  | ✓ |  |
| 9 | Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/carers and the wider community | D | ✓ |  | ✓ |
| 10 | Evidence of improving students outcomes and supporting staff to ensure strong understanding of assessment and intervention | D | ✓ | ✓ | ✓ |
|  |
| **F – PERSONAL ATTRIBUTES – ALL OF WHICH ARE ESSENTIAL** | **E/D** | **A** | **I** | **R** |
| 1 | Personal impact and presence | E |  | ✓ | ✓ |
| 2 | Adaptability to changing circumstances and new ideas | E |  | ✓ | ✓ |
| 3 | Energy, vigour and perseverance | E |  | ✓ | ✓ |
| 4 | Emotional resilience in working to succeed in a climate of challenge and reform | E | ✓ | ✓ | ✓ |
| 5 | Highest possible expectations of self and others | E |  | ✓ | ✓ |
| 6 | Self-confidence and enthusiasm | E |  | ✓ | ✓ |
| 7 | Intellectual ability | E |  | ✓ |  |
| 8 | Vision, imagination and creativity | E |  | ✓ | ✓ |
| 9 | Reliability, loyalty and integrity | E |  | ✓ | ✓ |
| 10 | Ambition and the potential for further development | E |  | ✓ | ✓ |
| 11 | An excellent record of attendance and punctuality | E |  |  | ✓ |
| 12 | An understanding of the requirements of safeguarding children and young people and promoting their welfare | E |  | ✓ | ✓ |

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the ‘E/D’ column.

How the evidence will be tested is indicated under the remaining columns.

The following methods of assessment will be used:

* Interview
* Structured discussions with the Governors, Headteacher and other stakeholders
* Assessment of application against criteria
* Presentation
* Activities designed to provide evidence to assess against Person Specification.