



Person Specification for Deputy Headteacher

	QUALIFICATIONS	EVIDENCE
ESSENTIAL REQUIREMENTS	<ul style="list-style-type: none">• Practising Catholic• First degree/teaching certificate and QTS• Hold the Catholic Certificate in Religious Studies or equivalent, be engaged in a course of study to achieve it or be willing to undertake it	<ul style="list-style-type: none">• Reference from their Parish Priest• Relevant certificates• References from headteacher and other education professionals
DESIRABLE	<ul style="list-style-type: none">• Recent professional development relevant to senior management• Have had or are undertaking further study relevant to a senior leadership role (e.g. Diploma or Higher Degree)	<ul style="list-style-type: none">• Relevant certificate



KEY AREAS OF LEADERSHIP	LEADERSHIP & EDUCATIONAL EXCELLENCE	PROFESSIONAL QUALITIES & EXPERIENCE
Catholic purpose and identity of the school	<ul style="list-style-type: none"> • Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic nature of the school • Has a clear vision for the development of St Monica's as a Catholic school • Understanding of the leadership role in spiritual development of pupils and staff 	<ul style="list-style-type: none"> • Background in Catholic education • Understanding of the Catholic curriculum • Curriculum development responsibility • Successful and relevant experience of teaching • Successful leadership of a key area in the life of the school • Be aware of the requirements of the RE Curriculum Directory • Has experience in leading Acts of Worship
School leadership and management experience	<ul style="list-style-type: none"> • Ability to articulate and share a vision for education within the context and mission of a Catholic school • To have successful experience as a middle or senior leader. • To have taken a role in self-evaluation, development and curriculum planning • Evidence of appropriate safeguarding training • Ability to inspire and motivate staff, pupils, parents and the governors to achieve the aims of Catholic education at St Monica's. • Ability to work closely with the Headteacher and the wider school leadership team in setting school priorities, determining actions, plan for them and implement the plan. 	<ul style="list-style-type: none"> • Has been responsible for developing and managing a key area in the school and contributing and sustaining the vision for a successful Catholic school as a middle or senior leader. • Experience of contributing to the development of a successful Catholic school as a middle or senior leader.



KEY AREAS OF LEADERSHIP	EDUCATIONAL EXCELLENCE	PROFESSIONAL QUALITIES
Delivering continuous improvement	<ul style="list-style-type: none"> • Has a clear vision for teaching and learning in St Monica's and can articulate this clearly and coherently. • Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards • Can identify the priorities which will effect changes to bring about improvement. 	<ul style="list-style-type: none"> • Has set and managed targets for others. • Has experience in managing change within a school. • Experience of working with children who present challenging behaviour
Modelling Excellence in Teaching	<ul style="list-style-type: none"> • Can both propound and analyse excellent teaching • Can recognise where performance is poor and has the confidence and proven ability to insist on and to encourage higher standards • Secure understanding of the requirements of the National Curriculum • Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> • Is a successful and committed classroom teacher • Understands how to help all pupils to achieve their potential and make progress • Has a clear understanding of the principles of curriculum development



KEY AREAS OF LEADERSHIP	EDUCATIONAL EXCELLENCE	PROFESSIONAL QUALITIES
Learning Focus	<ul style="list-style-type: none"> • Can demonstrate a passion for learning in pupils and other members of the school community • Can demonstrate the importance of equal access in achieving excellence for all 	<ul style="list-style-type: none"> • Successful and relevant experience of outstanding teaching • Experience of Curriculum development to enable all children of all abilities to be able to access the curriculum
Partnership and collaboration	<ul style="list-style-type: none"> • Can demonstrate that they are able to work with others to bring about change 	<ul style="list-style-type: none"> • Has evidence of effective team working • Has successful experience of working with children of all abilities and has evidence of working effectively with other agencies to bring about change
Organisation and community understanding	<ul style="list-style-type: none"> • Can demonstrate that they understand the power of relationships within the organisation and the wider community 	<ul style="list-style-type: none"> • Has successful experience of working with e.g. local schools, the Local Authority or other agencies in an effective way to bring about improvement • Knows who the key players are in these organisations
Professional and Personal attributes	<ul style="list-style-type: none"> • To have excellent written and oral communication skills • Ability to build and maintain good working relationships • Ability to remain positive and enthusiastic when working under pressure 	<ul style="list-style-type: none"> • Can communicate with pupils, staff, parents and Governors appropriately. • Has successful experience of contributing to teams • Has the skills necessary to multitask and prioritise



	<ul style="list-style-type: none"> Ability to organise work, prioritise tasks, make decisions and manage time effectively 	
KEY AREAS OF LEADERSHIP	STRATEGIC LEADERSHIP	PROFESSIONAL QUALITIES
Self-awareness and self-management	<ul style="list-style-type: none"> Clearly explains their personal strengths and areas for improvement 	<ul style="list-style-type: none"> Is able to seek out appropriate personal development courses
Personal drive and accountability	<ul style="list-style-type: none"> Can explain the need for continuous improvement in the organisation and is prepared to set and achieve the highest standards Understands the needs to regularly account for their performance to governors and other stakeholders 	<ul style="list-style-type: none"> Has experience of managing and implementing plans
Resilience and emotional maturity	<ul style="list-style-type: none"> Can explain convincingly how they react when faced with continual challenges Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity 	<ul style="list-style-type: none"> Has experience of managing change and successfully participating in meetings with school leaders and other stakeholders in order to achieve such change Is able to understand and use education initiatives to further the success of the school
Conceptual thinking	<ul style="list-style-type: none"> Can show a wider understanding of educational issues. Can use innovative ways to solve complex issues and explain their solutions simply to others 	<ul style="list-style-type: none"> Has attended management or other school-related courses Keeps up to date with the latest educational thinking
Future focus	<ul style="list-style-type: none"> Is able to look ahead and recognise the opportunities for change 	<ul style="list-style-type: none"> Has worked with others to develop strategies to use the opportunities created by change



Impact and influence	<ul style="list-style-type: none"> • Can demonstrate that they understand other points of views and can persuade others to their perspective by articulating a compelling vision 	<ul style="list-style-type: none"> • Has a clarity of vision and communicated this well in their letter of application
KEY AREAS OF LEADERSHIP	OPERATIONAL MANAGEMENT	PROFESSIONAL QUALITIES
Efficient and effective	<ul style="list-style-type: none"> • Understands how the school's human, financial and environmental resources can be used to achieve the school's goals and secure value for money • Can explain clearly how modern developments in computing and presentation can help the school to achieve its goals 	<ul style="list-style-type: none"> • Can see the key issues quickly and clearly and respond to them quickly.
Analytical thinking	<ul style="list-style-type: none"> • Understands how data collection can, through systematic analysis, influence outcomes • Can explain how complex issues can be analysed and linked with other sources of information to achieve desired outcomes 	<ul style="list-style-type: none"> • Has had experience of data-led resources for improving pupil performance
Relationship management	<ul style="list-style-type: none"> • Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school's goals 	<ul style="list-style-type: none"> • Has experience of successfully managing others and can demonstrate how change was effected
Holding others to account	<ul style="list-style-type: none"> • Can explain the importance of clearly communicated expectations • Understands the importance of making interventions even they have to make 	<ul style="list-style-type: none"> • Experience of performance management



	unpopular decisions in order to achieve the agreed goals	
Developing others	<ul style="list-style-type: none">• Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all	<ul style="list-style-type: none">• Has experience of CPD and can demonstrate their own professional development