

Job specification: Deputy Headteacher

Measured	Attainment and Experience	Essential	Desirable
C	Qualified Teacher Status	✓	
C	Good honours degree	✓	
AF / I / C	Recent professional development related to school leadership, curriculum, and teaching and learning	✓	
C	National Professional Qualification for Senior Leader/ Headteacher (NPQSL/H)		✓
C	Evidence of continuing professional development relating to Catholic ethos, mission and religious education, e.g. CCRS		✓
AF / I	Senior management experience in a Catholic school	✓	
Measured	Faith Commitment	Essential	Desirable
AF / I	Is a practising and committed Catholic, involved in the life of the Church at a parish level	✓	
AF / I	Has an understanding of the distinctive nature of the Catholic school and Catholic education	✓	
AF / I	Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion		✓
AF / I	Experience in leading acts of worship in a Catholic school	✓	
Measured	Culture and Ethos (<i>School Culture, Behaviour, Professional Development</i>)	Essential	Desirable
AF / I	Experience of supporting the Headteacher to establish and sustain the school's ethos and strategic direction		✓
AF / I	Evidence of building positive and respectful relationships across the school community and a safe, orderly, and inclusive environment	✓	
AF / I	Can establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines	✓	
AF / I	Experience of leadership development of staff e.g. provide and identify high-quality, sustained professional development opportunities and through performance management		✓
Measured	Curriculum and Teaching (<i>Teaching, Curriculum and Assessment, Additional and Special Educational Needs</i>)	Essential	Desirable
AF / I	Understanding of the RED and the Prayer and Liturgy Directory		✓
AF / I	Experience of developing the broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught		✓
AF / I	Experience of creating valid and reliable approaches for assessing pupils' knowledge and understanding of the curriculum		✓
AF / I	Evidence of developing ambitious expectations for all pupils with additional and special educational needs and disabilities	✓	
AF / I	Excellent classroom practitioner	✓	
Measured	Organisational Effectiveness (<i>Organisational Management, School Improvement, Working in Partnership</i>)	Essential	Desirable
AF / I	Experience of allocating financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds		✓
AF / I	Experience of ensuring staff are deployed and managed well with due attention paid to workload		✓

AF / I	Experience of reviewing and developing systems, processes and policies that enable the school to operate effectively and efficiently		✓
AF / I	Experience of motivating and developing teaching and non-teaching staff	✓	
AF / I	Evidence of the ability to lead sustained improvement in standards	✓	
AF / I	Experience of leading whole school initiatives with demonstrable impact on pupil progress	✓	
AF / I	Evidence of constructive relationships beyond the school, working in partnership with parents, carers and the local community	✓	
AF / I	Evidence of delivering staff training		✓
Measured	Governance and Accountability	Essential	Desirable
AF / I	Experience of working with the governing body		✓
AF / I	Evidence of the capacity to support and challenge		✓
Measured	Safeguarding Children: Safer Recruitment and Selection	Essential	Desirable
AF / I / C	Experience as Designated Safeguarding Lead (DSL)		✓
AF / I / C	Experience of safeguarding requirements including safer recruitment		✓
Measured	Personal Skills and Attributes and Professional Knowledge	Essential	Desirable
AF / I	Knowledge of current educational issues		✓
AF / I	Knowledge of recent and current developments within the whole primary phase		✓
AF / I	Ability to think and act strategically and convey a vision for the future		✓
AF / I	Proven ability to work as a team and to lead a team	✓	
AF / I	Resilient individual with drive, integrity and ability to form positive relationship with pupils, staff and parents	✓	
AF / I	Good self-management, to include time management, working under pressure, ability to use own initiatives and meeting deadlines.	✓	
AF / I	Understanding of the ECF and experience of supporting ECTs		✓