



Deputy Headteacher - Person Specification

Category	Essential	Desirable
Faith Commitment	<ul style="list-style-type: none"> A Practising and committed Catholic, who will uphold and role model the Catholic values of the school. Secure understanding of the distinctive nature of the Catholic school and Catholic education. Understanding of leadership role in spiritual development of pupils and staff. Understanding of the school's role in the parish and wider community and in promoting community cohesion. 	<ul style="list-style-type: none"> Evidence of participation in faith life of the community. Experience in leading acts of worship in a Catholic school.
Qualifications and professional development	<ul style="list-style-type: none"> Qualified teacher status. Graduate in subject to be taught. Successful completion of induction. Evidence of continuing professional development relating to school leadership and management, and quality of education. Experience of leading/co-ordinating professional development opportunities. Ability to identify own learning needs and to support others in identifying their learning needs. 	<ul style="list-style-type: none"> Postgraduate level qualification. Catholic Certificate of Religious Studies or equivalent. NPQSL Qualification or similar. Core subject specialist. Evidence of continuing professional development relating to Catholic ethos, mission and religious education. Experience of working with other schools/organisations/agencies.
Experience	<ul style="list-style-type: none"> Successful experience of leading one or more subject areas. Substantial, successful teaching experience across KS 3 and 4 leading to successful outcomes. Experience at Middle Leader and Assistant Principal/Senior Leader. Understanding of how to use the most effective up-to-date research to improve Quality of Education. Evidence of having led, or made significant contribution to high or improved outcomes for pupils. 	<ul style="list-style-type: none"> Recent experience in a Catholic voluntary aided school. Curriculum leadership in one or more core subjects. Experience of teaching in more than one school. Experience and understanding of inner city/multi-cultural communities. Experience of managing a budget. Experience of developing an innovative and inclusive curriculum which is personalised to meet the needs of all pupils.

	<ul style="list-style-type: none"> • Experience of formulating strategic development and self-evaluation documents to support improvement. • Experience of managing, developing, inspiring and motivating staff. • Experience of relentlessly pursuing strategies for raising achievement and achieving excellence. • Experience of implementing effective pupil tracking systems to ensure that pupils of all levels of ability achieve their full potential. • Good knowledge of current curriculum development in your curriculum area. • An understanding of how to use data and AfL to inform planning for high quality teaching and learning. 	<ul style="list-style-type: none"> • Leadership in aspects of school life involving a high level of contact with parents and the wider community. • Experience of observing lessons and providing appropriate feedback.
Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school. • Ability to contribute significantly to continuous school improvement in the context of the school's ethos and Mission statement • Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education. • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these. • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for increasing impact. • Understanding of and commitment to promoting and safeguarding the welfare of pupils. 	<ul style="list-style-type: none"> • Knowledge of the role of the governing body in a Catholic voluntary aided school. • Evidence of having successfully translated vision into reality at whole school level.
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and statutory 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum directory for Religious Education

	<p>requirements relating to curriculum and assessment.</p> <ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils. • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. • Experience of effective monitoring and evaluation of teaching and learning. • Understanding of the characteristics of an effective learning environment and the elements of successful behaviour management 	<ul style="list-style-type: none"> • Understanding of successful teaching and learning in religious education across the key stages. • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management.
Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams. • Ability to delegate work and support colleagues in undertaking responsibilities. • Experience of performance management and supporting the continuing professional development of colleagues. • Understanding of effective budget planning and resource deployment. • Ability to lead and manage people and work as part of an effective team 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole school responsibilities. • Successful involvement in staff recruitment/induction, understanding needs of a Catholic school. • Understanding of how financial and resource management enables a school to achieve its educational priorities.
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – eg staff, pupils, parents, governors, parishioners and clergy. • Experience of effective whole-school self-evaluation and improvement strategies. • Ability to provide clear information and advice to staff and governors. • Secure understanding of strategies for performance management. 	<ul style="list-style-type: none"> • Experience of presenting reports to governors • Understanding the criteria for the evaluation of a Catholic school. • Leading sessions to inform parents. • Experience of offering challenge and support to improve performance.
Skills, Qualities and Abilities	<ul style="list-style-type: none"> • Ability to prioritise, assess, plan, monitor, evaluate, review and lead by example. • Ability to manage the implementation of change sensitively. 	

	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school. • Commitment to their own spiritual formation and that of pupils. • High expectations of pupils' learning and attainment. • Strong commitment to school improvement and raising achievement for all. • Ability to build and maintain good relationships, inspiring and enthusing colleagues. • Stamina, resilience and ability to remain positive and enthusiastic when working under pressure, and meet deadlines • Ability to organise work, priorities tasks, make decisions and manage time effectively. • Empathy with children. • Good communication and interpersonal skills. High level of written and oral communication skills. • Confidence. Good reasoning powers and good judgement in a variety of situations. 	
References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships. • Positive recommendation in professional references. • Satisfactory health and attendance record. 	<ul style="list-style-type: none"> • Faith reference without reservation. • Professional reference without reservation.
Physical requirements	<ul style="list-style-type: none"> • 'maintain high standards in their own attendance and punctuality' (Teacher's Standards 2012) • Professional appearance 	
Other	<ul style="list-style-type: none"> • A commitment to involve parents, governors and the community in the work of the school. • Promotion of positive behaviour strategies and constructive handling of problems • An awareness, understanding and commitment to equal opportunities. 	
Contra-indications	<ul style="list-style-type: none"> • Criminal convictions involving offences against children 	