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Prepared on:	8th April 2025	Approved on:	25th April 2025
Reviewed by HR:	Laura Wright-Dixon	Permitted use:	Cidari Primary Academies
Reviewed on:	24th April 2025	Applicable Terms	STPCD & Burgundy Book

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

The applicant will be required to safeguard and promote the welfare of children and young people

### [A] Faith Commitment

		Essential/ Desirable
A1	Regular involvement in a church in membership of Churches Together in England, The Evangelical Alliance or North West Gospel Partnership. <i>(This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school)</i>	D

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

		Essential/ Desirable
A2	Strategic thinking and planning that builds, communicates and carries forward a coherent and shared Christian vision for the school	E
A3	Leading school worship	E
A4	A commitment to strategic thinking and planning that builds, communicates and	E





	carries forward a coherent and shared vision for the Christian ethos of the Academy	
A5	How relationships should be fostered and developed between the Academy, local Church and its community, Diocese of Blackburn, and wider Trust	E

## [B] Qualifications

	Qualification requirements	Essential/ Desirable
B1	Qualified teacher status	E
B2	Degree	E
B3	Professional development in preparation for Deputy Headteacher	E

## [C] Professional Development

		Essential/ Desirable
C1	Evidence of appropriate professional development for this position	E
C2	Evidence of recent leadership and management experience	E
C3	Has successfully undertaken appropriate child protection training	E
C4	Willingness to undertake or has successfully undertaken designated Senior Leader Training	E

## [D] School Leadership, Management, Knowledge and Experience

		Essential/ Desirable
D1	Successful teaching experience, preferably across all the primary phases	E
D2	Skills and knowledge in an area of specialism which can be utilised and rolled out across The Trust	E
D3	To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase	E
D4	Experience in curriculum development, planning and assessment	E
D5	To be able to effectively use data, assessment and target setting to raise standards/address areas for improvement	E
D6	Knowledge of current developments in education	E
D7	Recent successful leadership experience, for example, phase/curriculum leader, deputy headteacher or assistant headteacher	E
D8	Will have current knowledge and understanding how to support different groups of children such as those with English as an additional language	E
D9	Demonstrate an ability to contribute to staff development across the primary range (E.g. coaching, mentoring, INSET for staff)	E
D10	A sound knowledge of procedures for keeping children safe	E



		Essential/ Desirable
D11	The ability to lead, drive and develop the curriculum as a whole across the Academy	E
D12	At least 4 years' experience in teaching or leadership	D
D13	Have experience of teaching in more than one school or Academy	D
D14	To be able to exemplify how the needs of all pupils have been met through high quality teaching	D

### [E] Professional Attributes

		Essential/ Desirable
E1	Be a positive role model at all times, leading by personal example in faith and professional practice, demonstrating personal and professional integrity, and modelling our values and vision	E
E2	Demonstrate a sound understanding of the needs of the pupils, families, and wider community of our Academy and how these could be met	E
E3	The ability to develop a good relationship with parents	E
E4	To be a leader of learning demonstrating, promoting and securing outstanding classroom practice	E
E5	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E
E6	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
E7	Ability to reflect on own teaching and its impact on pupil learning effectiveness as a leader	E

### [F] Personal Attributes

		Essential/ Desirable
F1	Strong behaviour management skills	E
F2	An ability to communicate effectively, both orally and in writing, with a range of audiences	E
F3	To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice	E
F4	A commitment to the professional development for all staff, and self	E



F5	Have a good commitment to sustaining regular attendance at work	E
F6	To be able to assess and balance risks and opportunities	E
F7	An ability to engage and work collaboratively with parents and carers.	E
F8	The ability to plan, prioritise and organise oneself and others	E

## [G] Personal Qualities

		Essential/ Desirable
G1	A passion for achieving the very best outcomes for all children	E
G2	Approachable and person-centred	E
G3	The capacity to provide inspirational, enthusiastic and innovative educational leadership	E
G4	A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	E
G5	Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E
G6	An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and the wider community	E
G7	The ability to inspire confidence	E
G8	Excellent interpersonal skills	E
G9	The ability to perform effectively under pressure	E
G10	The ability to build, create and then communicate a clear vision for the school	E
G11	Think analytically and creatively and demonstrate initiative in solving problems	E
G12	Be aware of their strengths and areas for development and listen to, reflect constructively and act upon as appropriate, feedback from others	E
G13	Demonstrate personal and professional integrity, including modelling the values and vision of the Academy and The Trust	E

## [H] Safeguarding

		Essential/ Desirable
H1	Displays commitment to the protection and safeguarding of children and young people	E
H2	The ability to form and maintain appropriate relationships and personal boundaries with young people	E
H3	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
H4	Will co-operate and work with relevant agencies to protect young people	E

## [I] Professional Skills



Each candidate will be expected to demonstrate knowledge and understanding of the role based on the Job Description and STPCD. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied to this role with consideration to the context of the school as a member of Cidari.

### **[J] Confidential References and Reports**

I1	Positive reference from current employer or training provider confirming suitability to work with children	E
I2	Positive recommendation from referees	E

### **[K] Application Form and Supporting Statement**

Applications will only be accepted using a Cidari online application form through the designated recruitment platform. The supporting letter/ statement must be submitted as a PDF with a font size no smaller than 11pts and limited to 3 pages. It should be clear, concise and related to the job description and person specification. It should have particular reference to your own experience explaining how as a Deputy Headteacher you will motivate and work with others to create and sustain a school vision and positive ethos that will also add value to the development of wider Trust.