

Person Specification



Deputy Headteacher

The Academy is a designated Catholic school. The Directors are accountable to the Ordinary of the diocese, or a Vicar or delegate where that is determined, to ensure that the Academy is conducted as a Catholic school in accordance with Canon law and the teachings of the Catholic Church so that, at all times, the Academy may serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Therefore, this post requires a practising Catholic who can show by example and from experience, that they will ensure that the school is distinctively Catholic in all its aspects.'

This appointment is made by the board of directors of the St Teresa of Calcutta Catholic Academy Trust under the terms of the Catholic Education Service (CES) contract. It is subject to the conditions of service for deputy headteachers contained in the current School Teachers' Pay and Conditions document as well as other current education and employment legislation and statutory guidance.

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

Listed below are the minimum requirements which are considered necessary for the post. In your application, please address each of the areas, giving details of your experience, together with examples of how you have undertaken tasks which clearly illustrates that you have the relevant experience, abilities, skills, knowledge and commitment for the post.

| Selection Criteria | Essential | Desirable | A = Application I = Interview R = Reference |
|--|------------------|------------------|---|
| Faith Commitment | | | |
| Practising Catholic | ✓ | | AIR |
| Involvement in parish community | | ✓ | AIR |
| Qualifications | | | |
| Qualified Teacher Status | ✓ | | A |
| Recognised Degree or Equivalent | ✓ | | A |
| CCRS/CTC completed or commitment to obtain | | ✓ | A |
| NPQSL | | ✓ | A |
| NPQH | | ✓ | A |
| Professional Development | | | |
| Evidence of appropriate professional development for the role of Deputy Headteacher | ✓ | | AI |
| Evidence of recent leadership and management professional development, e.g. Catholic Leadership Programme/NPQs | ✓ | | AI |
| Has successfully undertaken appropriate Child Protection training | ✓ | | AI |
| Evidence of working in a challenging context and securing improved performance in this/these context(s) | ✓ | | AI |
| School Leadership and Management experience | | | |
| Substantial and current experience as a senior leader in secondary education | ✓ | | AI |
| Strategic leadership of whole school initiatives that have improved outcomes for pupils over a consistent | ✓ | | AI |

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| period of time | | | |
| Experience of leading effective CPD and the ability to contribute to staff development, e.g. coaching, mentoring, staff INSET | ✓ | | AI |
| Experience of working in more than one school and context | | ✓ | AI |
| Evidence of impact and proven track record with regard to all performance indicators | ✓ | | AI |
| Experience and knowledge of teaching | | | |
| Highly effective teacher and evidence of consistently strong teaching and learning, evidenced through strong pupil outcomes. | ✓ | | AIR |
| Experience of teaching in a Catholic school | | ✓ | AIR |
| Ability to lead strategically and use data, assessment and target setting effectively to raise standards/address areas for improvement | ✓ | | AIR |
| To be able to exemplify how the needs of all pupils (SEN, CYPIC, AEN, AGT, EAL) have been met through high quality teaching; and to act as strategic lead for improvements in outcomes for these specific groups of pupils. | ✓ | | AIR |
| Professional Attributes | | | |
| The ability to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies | ✓ | | AIR |
| Excellent written and oral communication skills (which will be assessed at all stages of the process) | ✓ | | AI |
| To be an exceptional leader of learning, demonstrating, promoting and encouraging outstanding classroom practice | ✓ | | AIR |
| To have a strong commitment to sustained attendance at work | ✓ | | AR |
| To be able to demonstrate the skill to develop robust strategic systems to improve any of the following aspects of school life: Curriculum and Financial planning, management and delivery Quality of provision, pedagogy and outcomes | ✓ | | AIR |
| Personal Qualities | | | |
| To be able to inspire, challenge, motivate and empower teams and individuals to achieve high goals | ✓ | | AIR |
| To be able to hold staff to account to ensure improved outcomes for pupils in all indicators | ✓ | | AIR |
| To demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to the development of the whole child | ✓ | | AI |

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| <i>Selection Criteria</i> | Essential |
|--|------------------|
| <i>Confidential References and Reports</i> | |
| A positive and supportive faith reference from a priest where the applicant regularly worships | ✓ |
| Positive recommendation from all referees, including current employer | ✓ |

Application Form and Supporting Statement

The CES Leadership application form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.