

Leadership

Deputy Headteacher

Person Specification

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Essential

Desirable

Faith Commitment



- A practising and committed Catholic
- Secure understanding of the distinctive nature of the Catholic primary/secondary school and Catholic education
- Understanding of the leadership role in the spiritual development of pupils and staff
- Understanding of the school's role in the parish and wider community and in promoting community cohesion

- Evidence of participation in faith life of the community.
- Experience in leading acts of worship in Catholic schools/academies.

Qualifications



- Qualified teacher status

- Postgraduate level qualification
- Catholic Certificate of Religious Studies or equivalent

Experience



- Experience as an effective deputy or assistant head teacher
- Successful experience of leading one or more subject areas
- Substantial, successful teaching experience

- Recent experience in a Catholic school
- Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16.
- Recent experience of Sixth Form education
- Curriculum leadership in one or more core subjects
- Experience of teaching in more than one Secondary school

Professional Development



- Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning
- Ability to identify own learning needs and to support others in identifying their learning needs

- Evidence of continuing professional development relating to Catholic ethos, mission and religious education
- Experience of working with other schools/organisations
- Experience of leading/coordinating professional development opportunities
- Understand current government strategies in education and the implications and management of for pupils and staff

Accountability



Skills, Qualities & Abilities



References



Essential

- Ability to communicate effectively, orally and in writing to a range of audiences – e.g. 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

Desirable

- 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

- 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
- Ability to remain positive and enthusiastic when working under pressure
- Ability to organise work, prioritise tasks, make decisions and manage time effectively
- Empathy with children
- Good communication skills
- Good interpersonal skills
- Stamina and resilience
- Confidence

- Positive and supportive faith reference from priest where applicant regularly worships
- Positive recommendation in professional references
- Satisfactory health and attendance record

- Faith reference without reservation
- Professional reference without reservation

NOTE:

- The Panel will be advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate’s application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.