

PERSON SPECIFICATION – PRIMARY HEADTEACHER

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • 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 Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • CCRS or equivalent • NPQH award
3. Experience	<ul style="list-style-type: none"> • Experience as an effective deputy or assistant headteacher or key stage leader • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school • Experience teaching mixed age classes
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations/agencies • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

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5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school • Evidence of having successfully translated vision into reality at whole-school level • Ability to inspire and motivate staff, pupils, parents and 'governors'³ 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 raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> • Knowledge of the role of governance in a Catholic voluntary aided school or Academy
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • 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 • Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages

³ The general term 'governor' includes directors or local academy representatives in academies

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6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Successful experience in creating and effective learning environment and in developing and implementing policy and practice relating to behaviour management
7. 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 development 	<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 enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • 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 	<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
9. Skills, Qualities & Abilities	<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 • Ability to remain positive and enthusiastic when working under pressure 	

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9. Skills, Qualities & Abilities (continued)	<ul style="list-style-type: none"> • 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 	
10. 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