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|  | **St. Anselm’s Catholic Primary School**  Church Avenue, Southall, Middlesex, UB2 4BH,  [www.stanselmscatholicprimaryschool.co.uk](http://www.stanselmscatholicprimaryschool.co.uk)  **HEADTEACHER**  **Person Specification** |  |

The following outlines the key skills and experience we are looking for in the Headteacher of St Anselm’s Catholic Primary School and our selection decision will be based on the criteria detailed within this document. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing your application that you only address the relevant criteria as indicated below in the method of the assessment column. As appropriate your responses should include your role, the actions and decisions you took and the outcome or impact of your involvement. It is essential that your supporting statement does not exceed 1300 words as recommended by the Catholic Education Service.

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|  | **Essential Requirements** | **Form of Assessment** |
| **FAITH COMMITTMENT** | | |
| 1 | A practising Catholic, committed to Catholic Education | Application Form / Interview |
| 2 | An understanding of the distinctive nature of a Catholic School. | Application Form / Interview |
| **QUALIFICATIONS, EXPERIENCE** AND TRAINING | | |
| 1 | Qualified Teacher Status, Award of the National Professional Qualification or other relevant professional qualification or evidence of research-based study | Application Form |
| 2 | At least three years of proven, successful senior leadership and  management experience in a primary school | Application Form & Interview/Assessment |
| 3 | Appropriate Child Protection training and  Designated Safeguarding Lead training successfully undertaken (Desirable) | Application form and interview |
| 4 | Hold the Catholic Certificate in Religious Studies or equivalent (CCRS) (Desirable) | Application |
| **SECTION ONE, ETHICS AND PROFESSIONAL CONDUCT** | | |
| 4 | Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents | Interview/Assessment |
| 5 | The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level | Interview/Assessment |
| **SECTION 2: SCHOOL CULTURE** | | |
| 6 | The ability to think strategically and take the leading role and via consultation to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community | Application Form & Interview/Assessment |
| 7 | Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people’s lives | Interview/Assessment |
| 8 | Promote positive and respectful relationships across the school community, a safe inclusive environment and high staff professionalism | Interview/Assessment |
| **TEACHING** | | |
| 9 | Proven experience of leading highly successful whole school initiatives that have impacted positively on pupil attainment. | Application Form & Interview/Assessment |
| 10 | A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school’s work | Interview/Assessment |
| **CURRICULUM AND ASSESSMENT** | | |
| 11 | Substantial knowledge and experience of curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils | Application Form  Interview/Assessment |
| 12 | Significant experience in evaluating and using data to plan and improve pupil performance | Application Form & Interview/Assessment |
| **BEHAVIOUR** | | |
| 13 | Evidence of implementing a range of effective strategies which improve behaviour, including pupils learning dispositions, attendance and punctuality | Interview/Assessment |
| **ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES** | | |
| 14 | Commitment to the promotion of equality of access, inclusion, diversity and opportunity for both staff and children | Interview/Assessment |
| 15 | Ensure the school fulfils its statutory duties with regard to SEND code of practice and has ambitious expectations for all pupils with additional needs and special educational needs and disabilities alongside a culture that enables them to learn effectively | Application Form & Interview/Assessment |
| **PROFESSIONAL DEVELOPMENT** | | |
| 16 | Proven experience of developing and empowering other leaders to improve teaching and learning practices in their phase or subject. | Application Form |
| **ORGANISATIONAL MANAGEMENT** | | |
| 17 | A clear understanding of and commitment to promoting and safeguarding the welfare of children | Interview/Assessment |
| 18 | Evidence of successfully implementing, managing and evaluating change in a collaborative and sensitive way. | Application Form |
| 19 | Strong financial planning and management skills with experience of making effective use of resources including the pupil premium | Interview/Assessment |
| **CONTINUOUS SCHOOL IMPROVEMENT** | | |
| 20 | The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement | Application Form & Interview/Assessment |
| 21 | A clear understanding of and knowledge of current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning | Application Form |
| **WORKING IN PARTNERSHIP** | | |
| 22 | A commitment to building and maintaining effective and positive relationships with parents, carers, governors, St Anselm’s Parish and the wider community and other schools. | Application Form/Interview |
| **GOVERNANCE AND ACCOUNTABILITY** | | |
| 23 | Experience of working with a Governing Board and an understanding of the role of the governing board combined with the ability to develop a strong and effective partnership with governors | Interview/Assessment |