

**St Bernadette's Catholic Primary School**  
**Person Specification/Selection Criteria for the post of Headteacher**

***The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teaching of the Catholic Church and the diocesan Trust Deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects.***

**[A.1] Faith Commitment**

|                                   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|-----------------------------------|------------------|------------------|---------------|
| Practising Catholic               | <b>E</b>         |                  | <b>A/R</b>    |
| Involvement in a parish community |                  | <b>D</b>         | <b>A/I/R</b>  |

**[A.2] To be able to demonstrate knowledge and understanding of the following in the context of a Catholic School**

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| Leading worship  | <b>E</b>         |                  | <b>A/I</b>    |
| Ways of developing religious education and worship   | <b>E</b>         |                  | <b>A/I</b>    |
| A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school. | <b>E</b>         |                  | <b>A/I</b>    |
| How relationships should be fostered and developed between the school, parish, its community and the diocese.  | <b>E</b>         |                  | <b>A/I</b>    |

**[B] Qualifications**

|   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|---|------------------|------------------|---------------|
| Qualified teacher status  | <b>E</b>         |                  | <b>A</b>      |
| Degree or equivalent  | <b>E</b>         |                  | <b>A</b>      |
| Has completed the Catholic Certificate in Religious Studies (CCRS) or the Catholic Teachers' Certificated (CTC) or has a commitment to do so. | <b>E</b>         |                  | <b>A</b>      |
| Has completed the Catholic Leadership Programme (CLP) or has a commitment to do so  |                  | <b>D</b>         | <b>A</b>      |

**[C] Professional Development**

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| Has successfully undertaken child protection training  | <b>E</b>         |                  | <b>A/I</b>    |
| Evidence of appropriate professional development for the role of headteacher   | <b>E</b>         |                  | <b>A/I</b>    |
| Evidence of recent leadership and management professional development  | <b>E</b>         |                  | <b>A/I</b>    |
| Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead.   |                  | <b>D</b>         | <b>A/I</b>    |
| Has successfully undertaken the Secretary of State's (NCTL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so before taking up post/ within 12 months of taking up post. | <b>E</b>         |                  | <b>A/I</b>    |

**[D] School leadership and management experience**

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| Recent successful leadership as a deputy Headteacher or assistant Headteacher.   | <b>E</b>         |                  | <b>A/I/R</b>  |
| To have taken an active involvement in school self-evaluation and development planning   |                  | <b>D</b>         | <b>A/I/R</b>  |
| To be conversant with the financial management of a primary school.  |                  | <b>D</b>         | <b>A/I/R</b>  |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement | <b>E</b>         |                  | <b>A/I/R</b>  |
| To have had responsibility for policy development and implementation   | <b>E</b>         |                  | <b>A/I/R</b>  |
| To have had experience of and ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)                      | <b>E</b>         |                  | <b>A/I/R</b>  |
| To have an understanding of effective working with a governing body  | <b>E</b>         |                  | <b>A/I/R</b>  |

**[E] Experience and knowledge of teaching**

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| Experience of teaching in more than one school |                  | <b>D</b>         | <b>A/I/R</b>  |

|   |          |          |              |
|---|----------|----------|--------------|
| Experience of teaching in a Catholic school   |          | <b>D</b> | <b>A/I/R</b> |
| Significant teaching experience within the relevant phase(s)  |          | <b>D</b> | <b>A/I/R</b> |
| Experience of providing professional challenge and support to others through the performance management process |          | <b>D</b> | <b>A/I/R</b> |
| To have a current knowledge and understanding of all Key Stages within the primary phase                        | <b>E</b> |          | <b>A/I/R</b> |
| To be able to use data, assessment and target setting effectively to raise standards/address weaknesses         | <b>E</b> |          | <b>A/I/R</b> |
| To be able to exemplify how the needs of all pupils have been met through high quality teaching                 | <b>E</b> |          | <b>A/I/R</b> |
| To have experience of advising a Governing Body or one of its committees.                                       |          | <b>D</b> | <b>A/I/R</b> |

### **[F] Professional Attributes**

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| To be able to demonstrate an understanding of the needs of pupils at this School and how these could be met.   |                  | <b>D</b>         | <b>A/I/</b>   |
| To be 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 | <b>E</b>         |                  | <b>A/I/</b>   |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process)  | <b>E</b>         |                  | <b>A/I/</b>   |
| To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice  | <b>E</b>         |                  | <b>A/I/</b>   |
| IT skills including a good working knowledge of commonly used programmes.  | <b>E</b>         |                  | <b>A/I/</b>   |

### **[G] Professional Skills based on the National Standards for Headteachers**

The Headteacher is expected to have a good knowledge of the National Standards of Excellence for Headteachers (2015) upon which the job description is based and be willing to work towards the achievement of these standards. In addition the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Qualities and Knowledge
- Pupils and Staff
- Systems and Processes
- The Self-Improving School System

The supporting statement for this application should detail the applicants current knowledge of the four domains listed above. There is no expectation that a prospective headteacher will have fully attained all these standards.

### **[H] Personal Qualities**

All of the following are considered to be essential for the post and will be assessed throughout the process.

#### **The headteacher will be able to:**

- Promote the school's strong educational philosophy and values.
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
- Communicate clearly and effectively both orally and in writing in English.
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
- Build and maintain quality relationships through effective interpersonal skills and communication.
- Demonstrate personal and professional integrity including modelling values and vision.
- Manage and resolve conflict.
- Prioritise, plan and organise work.
- Think analytically and creatively and demonstrate initiative in solving problems.
- Be aware of the personal strengths and areas for development of others; listen to reflect on and respond to their views.

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

Positive and supportive references are required from

1. The Catholic priest where the applicant normally worships confirming the applicant is a practising Catholic;
2. The applicant's present school or current employer;
3. Another professional. Where the applicant is not currently employed working with children, this must be the most recent school or college employer. Local agreements may prescribe that the second professional reference is provided by a SIP or local authority adviser whenever possible.

The governors reserve the right in exceptional cases to seek additional references from other former employers where this seems appropriate.

Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.

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

The CESEW application form must be fully completed and legible. The supporting statement should **not exceed 1,300** words and should be clear, concise and related to the post and setting applied for, paying particular attention to Section G above.