

Headteacher person specification

Seeking Catholic leaders who think strategically; by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every pupil within the context of the mission of a Catholic school.

This person specification is based on The Headteacher Standards, updated by the Department for Education in October 2020. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

Measured	Attainment and experience	Essential	Desirable
AF / C	Qualified Teacher Status	✓	
AF / C	Honours degree	✓	
AF / I / C	National Professional Qualification for Headteachers (NPQH)		✓
AF / I / C	Appropriate professional development and updating related to school leadership, curriculum, and teaching and learning	✓	
AF / I	Appropriate experience of the phase and age range	✓	
AF / I / C	Evidence of continuing professional development relating to Catholic ethos, mission and religious education, e.g. CCRS	✓	
AF / I	Senior management experience in a Catholic school or is able to demonstrate sound understanding of the aims, organisation, leadership and governance of a Catholic school		✓
Measured	Faith commitment	Essential	Desirable
AF / I / C	Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and / or national levels	✓	
AF / I	Has a secure understanding of the distinctive nature of the Catholic school and Catholic education	✓	
AF / I	Has an understanding of the leadership role in the spiritual development of pupils and staff	✓	
AF / I	Understands the role of the governing body in a Catholic school in preserving and promoting the school's Catholic character	✓	
AF / I	Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion	✓	
AF / I	Evidence of participation in the faith life of the community		✓
AF / I	Experience in leading acts of worship in a Catholic school		✓
Measured	Domain 1: Culture and ethos (school culture, behaviour, professional development)	Essential	Desirable
AF / I	Can establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	✓	
AF / I	Can create a culture where pupils experience a positive and enriching school life	✓	
AF / I	Can show evidence of ability to uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	✓	



AF / I	Can promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment	✓	
AF / I	Can ensure a culture of high staff professionalism	✓	
AF / I	Can establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	✓	
AF / I	Can ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	✓	
AF / I	Can implement consistent, fair, and respectful approaches to managing behaviour	✓	
AF / I	Can ensure that adults within the school model and teach the behaviour of a good citizen	✓	
AF / I	Can ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs	✓	
AF / I	Can prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development	✓	
AF / I	Can ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning	✓	
Measured	Domain 2: Curriculum and teaching (<i>teaching, curriculum and assessment, additional and special educational needs</i>)	Essential	Desirable
AF / I	Can establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	✓	
AF / I	Can ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	✓	
AF / I	Can ensure effective use is made of formative assessment	✓	
AF / I	Can ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	✓	
AF / I	Can establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	✓	
AF / I	Can ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading	✓	
AF / I	Can ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	✓	
AF / I	Can ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	✓	
AF / I	Can establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	✓	
AF / I	Can ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate	✓	



AF / I	Can ensure the school fulfils its statutory duties with regard to the SEND code of practice	✓	
Measured	Domain 3: Organisational effectiveness (<i>organisational management, school improvement, working in partnership</i>)	Essential	Desirable
AF / I	Can ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	✓	
AF / I	Can prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds		✓
AF / I	Can ensure staff are deployed and managed well with due attention paid to workload	✓	
AF / I	Can establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	✓	
AF / I	Can ensure rigorous approaches to identifying, managing, and mitigating risk		✓
AF / I	Can make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement	✓	
AF / I	Can develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	✓	
AF / I	Can ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	✓	
AF / I	Can forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	✓	
AF / I	Shows commitment to work successfully with other schools and organisations in a climate of mutual challenge and support		✓
AF / I	Can establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	✓	
Measured	Domain 4: Governance and Accountability	Essential	Desirable
AF / I	Can understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	✓	
AF / I	Can establish and sustain professional working relationship with those responsible for governance		✓
AF / I	Can ensure that staff know and understand their professional responsibilities and are held to account	✓	
AF / I	Can ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties		✓
Measured	Domain 5: Safeguarding Children: Safer Recruitment and Selection	Essential	Desirable
I	In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. 	✓	

Measured by Application Form (AF) Interview (I) Certificates (C)