



# Principal Job Description and Person Specification

## Document 1A

### Catholic Primary School

### Principal Job Description

**Indicative Salary Range (ISR): L13 – L19**

**Responsible to:** The Board of Directors and line managed by the CEO

**Responsible for:** All staff within the school<sup>1</sup>

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#### **1 Introduction**

- 1.1 This appointment is with the Board of Directors of the Multi Academy under the terms of the Catholic Education Service contract signed with the Board of Directors as employers. The Board of Directors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2 The appointment is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the principal shall consult, where appropriate, the Board of Directors, the diocese, the staff of the school, the parents of its pupils and the parish/es served by the school.
- 1.3 This job description may be amended at any time, following consultation between the principal and the Board of Directors and will be reviewed annually.

#### **2 Core Purpose of the Principal**

- 2.1 The core purpose of the principal is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
  - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
  - **religious education is in accordance with the teachings, doctrines, discipline** and general and particular norms of the Catholic Church;
  - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
  - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
  - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
  - all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.
- 2.2 The principal is the leading professional in the school. Accountable to the Chief Executive Officer (CEO), the Board of Directors and the local Academy Committee, the principal provides vision, leadership and

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<sup>1</sup> The term school is used throughout this document rather than academy, to indicate the individual institution to which the principal is appointed and to avoid confusion with the Multi-Academy as a whole.

direction for the school and ensures it is managed and organised to meet the aims and targets. The principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.

- 2.3 As one of the principals in a multi academy company, the principal will support the board of directors in ensuring that they and their school collaborate with the other schools in the multi academy for their mutual benefit in enhancing the Catholic life of the multi academy and improving standards.
- 2.4 The principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, principals play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.
- 2.5 Drawing on the support provided by members of the school community, the principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

### **3 General Duties and Responsibilities**

- 3.1 To carry out the duties of a headteacher as set out in the current School Teachers' Pay & Conditions Document.

### **Key Areas of Responsibility**

#### **4 Creating the Vision**

- 4.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.
- 4.2 The principal, working with the CEO, the Board of Directors, the Local Governing Body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

### **Actions**

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the board of directors, the local academy committee and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.

- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

## **5 Leading Teaching and Learning**

- 5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.
- 5.2 Principals have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

### **Actions**

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

## **6 The Self Improving School System and Working with Others**

- 6.1 In a Catholic school the role of principal is one of leadership of a learning community rooted in faith. The principal's leadership should take Christ as its inspiration. The principal's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2 The principal must manage themselves and their relationships well. Being a principal is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the principal should support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, principals should be committed to their own continuing professional development.

### **Actions**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

## **7 Creating Systems and Processes to Manage the Organisation**

- 7.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.
- 7.2 The principal needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The principal should also seek to build a successful organisation through effective collaboration with others.

### **Actions**

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

## **8 Ensuring accountability**

- 8.1 In a Catholic school the principal fulfils his/her responsibilities in accordance with the mission of the school. The principal supports the board of directors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.
- 8.2 With Gospel values at the heart of his/her leadership, the principal has a responsibility to the whole school community. In carrying out this responsibility, the principal is accountable to a wide range of groups, particularly pupils, parents, carers, the CEO, governors, the DfE and the DES. He/she is accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The principal is legally and contractually accountable to the CEO and the board of directors for the school, its environment and all its work.

### **Actions**

- Fulfil commitments arising from contractual accountability to the board of directors.
- Develop the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the board of directors and the local academy committee (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

## **9 Building Community**

- 9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.
- 9.2 The principal needs to commit to engage with the internal and external school community to secure equity and entitlement. The principal should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The principal should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The principal shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

## **Actions**

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children

## **10 Safeguarding Children & Safer Recruitment**

- 10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

### **Actions**

The principal should ensure that:

- The policies and procedures adopted by the board of directors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

## **The information below serves to outline the roles and responsibilities of the DSL (and any deputies) as outlined in KCSIE, September 2025**

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police

### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college<sup>156</sup>. This includes:
  - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice as set out in Parts one and two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and

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<sup>156</sup> We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements<sup>157</sup>
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers<sup>158</sup>
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

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<sup>157</sup> Full details in Chapter one of [Working Together to Safeguard Children](#).

<sup>158</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. They should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

**CATHOLIC PRIMARY SCHOOL  
JOB SPECIFICATION - PRIMARY PRINCIPAL**

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

Category	Essential	Desirable
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> <li>• Ability to inspire and motivate staff, pupils, parents and ‘governors’<sup>2</sup> to achieve the aims of Catholic education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils’</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the role of governance in a Catholic voluntary aided school or Academy</li> </ul>
<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum and Early Years development</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the Curriculum Directory for Religious Education</li> <li>• Understanding of successful teaching and learning in religious education across the key stages</li> <li>• Experience of leading or working as part of a Teaching School</li> </ul>

<sup>2</sup> The general term ‘governor’ includes directors or local academy representatives in academies

Category	Essential	Desirable
<b>6. Teaching and Learning</b> <b>(Continued)</b>	<ul style="list-style-type: none"> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>
<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</li> <li>• Successful involvement in staff recruitment/induction, understanding needs of a Catholic school</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and governors</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to 'governors'</li> <li>• Understanding the criteria for the evaluation of a Catholic school</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul>
<b>9. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Strong commitment to the mission of a Catholic school</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils' learning and attainment</li> </ul>	

Category	Essential	Desirable
<b>9. Skills, Qualities &amp; Abilities</b> <b>(Continued)</b>	<ul style="list-style-type: none"> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	
<b>10. References</b>	<ul style="list-style-type: none"> <li>• Positive and supportive faith reference from priest where applicant regularly worships</li> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>• Faith reference without reservation</li> <li>• Professional reference without reservation</li> </ul>

**NOTE:**

- The Panel are 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.