



Person Specification
Vice Principal
St Joseph's
Catholic Primary School

Category	Essential	Desirable
1. Faith Commitment	• A practising and committed Catholic to meet the requirements as specified in the Definition of a Practising 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	• Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	• Qualified teacher status • NASENCO qualification or willingness to commence and obtain the SENCO NPQ in line with statutory requirements	• Postgraduate level qualification • NPQH, NPQSL or other NPQ certification • CCRS or equivalent
3. Experience	• Substantial, recent, successful teaching experience in EYFS or KS1 and KS2 • At least three years of proven, strong successful middle leadership and management	• Recent experience in a Catholic voluntary aided school or Academy/MAC • Experience as Assistant Principal • Experience as a SENCO • Curriculum leadership of more than one subject • Experience of teaching in more than one school
4. Professional Development	• Evidence of continuing professional development relating to school leadership and management, curriculum/ teaching and learning and knowledge of current issues in education	• 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

Category	Essential	Desirable
4. Professional Development (Continued)		• Ability to identify own learning needs and to support others in identifying their learning needs
5. Strategic Leadership	• Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school • Ability to inspire and motivate staff, pupils, parents and 'governors'¹ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Significant experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating the impact on pupil progress and improving outcomes for all children • 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'	• Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or Academy • Evidence of having successfully translated vision into reality at whole-school level
6. Teaching and Learning	• 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	• 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 • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

¹ The general terms 'governing body' and 'governors' also includes, in the case of academies, the Board of Directors and the representatives on local governing bodies

Category	Essential	Desirable
6. Teaching and Learning (Continued)	• Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	
7. Leading and Managing Staff	• Experience of working in and leading staff teams • Ability to support the Principal effectively and strategically • 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 deployment	• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, local governing body members, parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and local governing body members • Secure understanding of strategies for performance management	• Experience of presenting reports to governors/local governing body • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance



Category	Essential	Desirable
9. Skills, Qualities & Abilities	• 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 • 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	• Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record	• Faith reference without reservation • Professional reference without reservation