

## PERSON SPECIFICATION



### CHATSMORE CATHOLIC HIGH SCHOOL

#### Personal Specification for the Role of Headteacher

The Governing Body of Chatsmore Catholic High School is determined to ensure that the school, which has the highest aspirations, provides an excellent centre of learning for all within its community. We are looking for a Headteacher that can both deliver and further develop this vision.

The Governing Body regards all aspects of this Person Specification to be essential, unless indicated otherwise.

***Our school is committed to the safeguarding and welfare of our children. Any appointment will be subject to verified professional references, enhanced DBS clearance and Occupational Health Clearance.***

	Evidenced through:		
	Application	Interview	Both
<b>Attainment and Experience</b>			
Qualified Teacher Status			
Good Honours degree			
NPQH or similar professional development			
Experience of Senior Leadership Team			
Experience in similar school/s			
Experience of work outside education (desirable)			
Appropriate professional updating			
Appropriate experience of age range			
<b>Qualities and Knowledge</b>			
Hold and be able to articulate clear values and moral purpose, focused on providing an outstanding education for all students.			
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community.			

	Evidenced through:		
	Application	Interview	Both
Lead by example - with integrity, creativity, resilience, and clarity - drawing on his/her own scholarship, expertise and skills, and that of those around them.			
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.			
Work with careful judgement and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.			
Communicate compellingly the school's vision and drive the strategic leadership of that vision, empowering all students and staff to excel.			
<b>Students and Staff</b>			
Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.			
Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.			
Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.			
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.			
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.			
Hold all staff to account for their professional conduct and practice.			
<b>Systems and Process</b>			
Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.			
Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.			

	Evidenced through:		
	Application	Interview	Both
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.			
Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions in relation to the school's improvement strategy and hold the headteacher to account for pupil, staff and financial performance.			
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.			
Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.			
<b>The self-improving school system</b>			
Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.			
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.			
Question educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research.			
Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.			
Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. (desirable)			
Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.			
<b>Christian character of the school</b>			
Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and / or national levels.			

	Evidenced through:		
	Application	Interview	Both
Has a secure understanding of the distinctive nature of the Catholic school and Catholic education.			
Has an understanding of the leadership role in the spiritual development of students and staff.			
Understands the role of the governing body in a Catholic school in preserving and promoting the school's Catholic character.			
Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion.			
Evidence of participation in the faith life of the community.			
Experience in leading acts of worship.			
Know and understand the roles and responsibilities of the headteacher and governors in a Voluntary Aided school.			
Understand the importance of the school within the context of the life of the church and the wider community.			

Based on the National Standards of Excellence for Headteachers