# HEADTEACHER

## PERSON SPECIFICATION

| | QUALIFICATIONS | EVIDENCE |
|---|---|---|
| *CATHOLIC PURPOSE AND IDENTITY OF THE SCHOOL* | • Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school | EXPERIENCE<br><br>• Background in Catholic education<br>• Understanding of the Catholic curriculum<br>• Curriculum development responsibility in a core subject<br>• Successful and relevant experience of teaching<br>• Senior or whole-school management at Headteacher or Deputy Headteacher level<br>• Successful leadership of a team<br>• Working in 2 or more schools<br>• Experience of working with children who present challenging behaviour<br>• Be aware of the requirements of the RE Curriculum Directory<br>• Has experience in leading Acts of Worship |
| ESSENTIAL REQUIREMENTS | • Practising Catholic<br>• First degree/teaching certificate and QTS<br>• Recent professional development relevant to senior management<br>• Have had or are undertaking further study relevant to headship (e.g. Diploma or Higher Degree)<br>• Hold the Catholic Certificate in Religious Studies or equivalent, be engaged in a course of study to achieve it or be willing to undertake it<br>• Full understanding of Safeguarding and all that it implies | • Reference from their Parish Priest<br>• Relevant certificates<br>• References from headteachers and other education professionals |
| DESIRABLE | • National Professional Qualification for Headteacher (NPQH) | |

| KEY AREAS OF HEADSHIP | EDUCATIONAL EXCELLENCE | PROFESSIONAL QUALITIES |
|---|---|---|
| Delivering continuous improvement | • Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards<br>• Can identify the priorities which will effect changes in order to bring about improvement | • Has set and managed targets for others<br>• Has experience in managing change within a school<br>• Has worked with a governing body and other agencies to bring about change<br>• Experience of working with children who present challenging behaviour |
| Modelling Excellence in Teaching | • Can both propound and analyse excellent teaching<br>• Can recognise where performance is poor and has the confidence and proven ability to insist on and to encourage higher standards | • Has had successful outcomes from OFSTED inspections or successful experience in school improvement<br>• Has used performance management to enable other members of staff and brought about improvement across all abilities |
| Learning Focus | • Can demonstrate a passion for learning in pupils and other members of the school community<br>• Can demonstrate the importance of equal access in achieving excellence for all | • Successful and relevant experience of outstanding teaching<br>• Experience of Curriculum development to enable all children of all abilities to be able to access the curriculum. |
| Partnership and collaboration | • Can demonstrate that they are able to work with other agencies effectively | • Has evidence of effective team working<br>• Has successful experience of working with children of all abilities and has evidence of working effectively |
| Organisation and community understanding | • Can demonstrate that they understand the power of relationships within the organisation and the wider community | • Has successful experience of working with governing bodies and the Local Authority and other agencies in an effective way to bring about improvement<br>• Knows who the key players are in these organisations |

| KEY AREAS OF HEADSHIP | STRATEGIC LEADERSHIP | PROFESSIONAL QUALITIES |
|---|---|---|
| Self awareness and self-management | • Can demonstrate clearly their personal strengths and areas for improvement | • Has experience of performance management procedures<br>• Is able to seek out appropriate personal development courses |
| Personal drive and accountability | • Can demonstrate the need for continuous improvement in the organisation and is prepared to set and achieve the highest standards<br>• Understands the needs to regularly account for their performance to governors and other stakeholders | • Has experience of managing and implementing a school improvement plan<br>• Regularly presents accurate and detailed reports to governors' meetings |
| Resilience and emotional maturity | • Has the capability to deal with continual challenges<br>• Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity | • Has experience of managing change and successfully participating in meetings with school leaders and other stakeholders in order to achieve such change<br>• Is able to understand and use education initiatives to further the success of the school |
| Conceptual thinking | • Can show a wider understanding of educational issues based on their experience<br>• Can use innovative ways to solve complex issues and explain their solutions simply to others | • Has attended management and other school-related courses<br>• Keeps up to date with the latest educational thinking |
| Future focus | • Is able to look ahead and recognise the opportunities for change<br>• Can put the arguments in favour of change with confidence and negotiate with others to bring change about | • Has worked with others to develop strategies to use the opportunities created by change |
| Impact and influence | • Can demonstrate that they understand other points of views and can persuade others to their perspective by articulating a compelling vision | • Has detailed a clarity of vision and communicated this well in their letter of application |

| KEY AREAS OF HEADSHIP | OPERATIONAL MANAGEMENT | PROFESSIONAL QUALITIES |
|---|---|---|
| Efficient and effective | <ul><li>Understands how the school's human, financial and environmental resources can be used to achieve the school's goals and secure value for money</li><li>Can understand clearly how modern developments in IT and presentation can help the school and the child to achieve its goals</li><li>Understand the need to take responsibility for the performance of the school</li></ul> | <ul><li>Has experience of managing or contributing to a school improvement plan</li><li>Has experience of school management and financial software</li></ul> |
| Analytical thinking | <ul><li>Understands how data collection can, through systematic analysis, influence outcomes</li><li>Understands how complex issues can be analysed and linked with other sources of information to achieve desired outcomes</li></ul> | <ul><li>Has had experience of 'RAISE online' or other data-led resources for improving pupil performance</li></ul> |
| Relationship management | <ul><li>Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school's goals</li></ul> | <ul><li>Has experience of successfully managing a team.</li></ul> |
| Holding others to account | <ul><li>Can explain the importance of clearly communicated expectations</li><li>Understands the importance of making interventions even they have to make unpopular decisions in order to achieve the agreed goals</li></ul> | <ul><li>Experience of performance management and knowledge of current Government legislation in this area</li></ul> |
| Developing others | <ul><li>Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all</li></ul> | <ul><li>Has experience of CPD management and can demonstrate their own professional development</li></ul> |