#

# Person Specification/Selection Criteria for

# Headteacher in St Theresa’s Roman Catholic Primary School

***The school’s Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Salford. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.***

***This school (name of school) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***

***The applicant will be required to safeguard and promote the welfare of children and young people.***

*Source Key: A = Application Form I = Interview R = References CC = Checking Certificates*

*Note: Candidates failing to meet any of the essential criteria will automatically be excluded*

**[A] Faith Commitment**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Practising Catholic | **E** |  | A/I/R |
| Involvement in parish community |  | **D** | A/R |

**To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Leading school worship | **E** |  | AI |
| Ways of developing religious education and worship | **E** |  | A/I |
| A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school*.* | **E** |  | A/I |
| How relationships should be fostered and developed between the school, parish and its community and Diocese of Salford | **E** |  | A/I |
| Has completed the Catholic Leadership Programme or has a commitment to do so |  | **D** | A/I/CC |

**[B] Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  | A/CC |
| Degree | **E** |  | A/CC |
| CCRS/CTC or commitment to obtaining the certificate | **E** |  | A/CC/I |

**[C] Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Evidence of appropriate professional development for the role of headteacher | **E** |  | A |
| Evidence of recent leadership and management professional development | **E** |  | A |
| Has successfully undertaken appropriate Child Protection training  | **E** |  | A/I/CC |
| Has successfully undertaken Designated Senior Leader training |  | **D** | A/I/CC |

**[D] School leadership and management experience**

|  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- |
| Recent successful leadership as a headteacher |  | **D** | A/I/R |
| Recent successful leadership as a deputy headteacher or assistant headteacher | **E** |  | A/I/R |
| Be able to demonstrate successful/effective leadership in a school in a similar community/facing similar challenges |  | **D** | A/I |
| To have taken an active involvement in school self-evaluation and development planning | **E** |  | A/I/R |
| To have an awareness of the/previous involvement in/active involvement in/fully conversant with financial management of a primary school | **E** |  | A/I/R |
| To have knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school development and pupil achievement. | **E** |  | A/I/R |
| To have had responsibility for policy development and implementation | **E** |  | A/I/R |
| To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff) | **E** |  | A/I/R |

**[E] Experience and knowledge of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Experience of teaching in more than one school |  | **D** | A/I/R |
| Experience of teaching in a school in similar circumstances/ serving a similar community |  | **D** | A/I/R |
| To have taught in at least 2 Key Stages/ taught both KS 2 and EYFS/KS1/ taught across KS2/ taught KS1 or KS2 or EYFS |  | **D** | A/I/R |
| Significant teaching experience within the primary phase | **E** |  | A/I/R |
| To have a knowledge and understanding of all 3 Key Stages in the primary phase  | **E** |  | A/I/R |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses | **E** |  | A/I/R |
| To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching | **E** |  | A/I/R |

**[F] Professional Attributes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at xxx School and how these could be met | **E** |  | A/I/R |
| Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies  | **E** |  | A/I/R |
| To have excellent written and oral communication skills (which will be assessed at all stages of the process) | **E** |  | A/I/R |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice | **E** |  | A/I/R |
| Show a good commitment to sustained attendance at work | **E** |  | A/I/R |

**[G] Professional Skills**

(Based on the National Standards of Excellence for Headteachers 2015)

The headteacher is expected to address the National Standards of Excellence for Headteachers (2015). ***Candidates are therefore asked to structure their supporting statement under the following Excellence Domain headings:***

* Qualities and Knowledge
* Pupils and Staff
* Systems and Processes
* The Self-improving School System

**[H] Personal Qualities**

**All of the following are considered essential for the post and will be assessed through interview and reference:**

|  |
| --- |
|  |

* Continue to promote St Theresa’s strong educational philosophy and values
* Inspire, challenge, motivate and empower teams and individuals to achieve high goals
* Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
* Build and maintain quality relationships through interpersonal skills and effective communication
* Demonstrate personal and professional integrity, including modelling values and vision
* Manage and resolve conflict
* Prioritise, plan and organise themselves and others
* Think analytically and creatively and demonstrate initiative in solving problems
* Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
* Demonstrate a capacity for sustained hard work with energy and vigour

 **[I] Confidential References and Reports**

|  |  |
| --- | --- |
| A positive and supportive faith reference from a priest where the applicant regularly worships. | **E** |
| Positive recommendation from all referees, including current employer. | **E** |
| A supportive reference from the Local Authority, if possible, or a further supportive professional reference | **E** |

**[J] Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

***Regardless of guidance on the CES Leadership Application Form, the governors wish your supporting statement to be no more than 3 sides of A4, Arial point 11***