

APPOINTMENT OF HEADTEACHER/DEPUTY HEADTEACHER

PERSON SPECIFICATION TEMPLATE

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 teaching of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. 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.

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

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

A Faith Commitment

Practising Catholic	Essential (R)	
Involvement in Parish Community	Desirable (A + R)	

B Training and Qualifications

	Essential	Desirable	Source	
Qualified Teacher Status	*		A	
Degree	*		A	
CCRS/CTC or commitment to obtaining the certificate or equivalent		*	A	

C Professional Development

	Essential	Desirable	Source	
Evidence of recent relevant leadership and management professional development	*		A	
Has successfully undertaken appropriate Child Protection training/Designated Senior Person training		*	A	
Catholic Leadership Programme		*	A	

D Leadership and Management Experience

Applicants should be able to demonstrate from their experience the following ability:

	Essential	Desirable	Source	
Recent successful leadership as a Senior Leader in a Secondary School	*		A/I	
To have taken an active involvement in school self-evaluation and development planning	*		A	
To have implemented and developed a whole school initiative	*		A	
Knowledge and understanding of strategic financial planning, budgetary management, and the management of resources in relation to their contribution to child achievement		*	A/I	
To have a key involvement in reviewing and developing the curriculum	*		A/I	
To have had responsibility for policy development and implementation	*		A/I	
To have had experience of and ability to contribute to staff development across the school (e.g. coaching, mentoring INSET for staff)	*		A/I	

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E Experience and Knowledge of Teaching

	Essential	Desirable	Source	
Experience of teaching in more than one Catholic school		*	A/I	
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	*		A/I	
To be able to exemplify how the needs of all pupils have been met through high quality teaching	*		A/I	
Demonstration of curriculum innovation that helps to provide choice and flexibility to meet personal learning needs of every pupil	*		A/I	

F Professional Attributes

	Essential	Desirable	Source	
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	*		A/I/R	
Excellent written and verbal communication skills (which will be assessed at all stages of the process)	*		A/I	
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	*		A/I/R	

G Professional Skills

Applicants should address the following six areas in order to demonstrate their knowledge and understanding of Leadership in the context of a Catholic school

Candidates should Select 2 **or** 3 for all **or** some of the identified areas

Shaping the Future	Essential	Desirable	Source	
<ul style="list-style-type: none"> Strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision that stems from the educational mission of the Catholic Church Developing and sustaining a learning culture that has a Catholic understanding of the whole child, including high expectations and standards of achievement for all Leading innovation, creativity and change Current educational trends and issues, including national and Church policies, priorities and legislation 	*		A/I/R	

Leading Learning & Teaching	Essential	Desirable	Source	
<ul style="list-style-type: none"> Strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance Curriculum design and management that help to provide the choice and flexibility to meet the personal learning needs of every pupil Monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being The principles and practice of high quality personal, spiritual, moral, social and cultural education in line with the distinctive Catholic nature and aims of the school Providing high quality Religious Education for all pupils in accordance with the teachings and doctrines of the Church Strategies for promoting, monitoring and evaluating the daily act of Collective Worship and the spiritual life of the school 	*		A/I/R	

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Developing Self and Working with Others	Essential	Desirable	Source	
<ul style="list-style-type: none"> • The significance of interpersonal relationships and strategies for promoting individual and team development • Promoting an open, fair and equitable culture consistent with the school's Catholic ethos • The relationships between self-evaluation, performance management, support and continuing professional development • The impact of change and different leadership styles on individuals and organisations • The importance of partnership working and accepting appropriate support from others, including colleagues, Governors, Diocese and the Local Authority • The role of collaboration and networking within and beyond the school 	*		A/I/R	

Managing the Organisation	Essential	Desirable	Source	
<ul style="list-style-type: none"> • Principles, strategies and practice of school improvement and self-evaluation in fulfilling the Mission Statement • Distribution and delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation • Establishing and sustaining effective organisational structures, systems, policy and practice to reflect the school's Catholic values • Strategic financial planning, budgetary management and principles of best value, including evaluating the use of resources in relation to their contribution to pupil achievement • Managing the school efficiently and effectively on a day-to-day basis • Using informed judgements to make professional, leadership, managerial and organisational decisions • Knowledge of and commitment to the implementation of the safeguarding agenda 	*		A/I/R	

Securing Accountability	Essential	Desirable	Source	
<ul style="list-style-type: none"> • Commitments arising from contractual accountability to the Governing Body for the school as a Catholic school • Public service policy and accountability frameworks • Principles and practice of quality assurance systems, including school review, self-evaluation and performance management • Analysing and using the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance • Stakeholder and community, including pupils and parents, parish and Diocese, engagement in, and accountability for, school self-evaluation and the success and celebration of its performance • Individual, team and whole school accountability for pupil learning outcomes. 	*		A/I/R	

Strengthening the Community	Essential	Desirable	Source	
<ul style="list-style-type: none"> • Engaging in dialogue that builds partnerships and community consensus on Gospel values, the teachings of Jesus Christ and the Catholic Church and shared responsibilities to help serve the common good • Embracing the richness and diversity of the school's communities, and the human and physical resources within them • Listening to, and reflecting and acting on, community feedback • Strategies that encourage parents and carers as the prime educators to support their children's learning • Building and sustaining effective relationships with parents, carers, parishes, other schools and partners and the broader community that enhance the education of all pupils and enrich the school as a faith community 	*		A/I/R	

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H Personal Skills and Attributes

The ability to...

	Essential	Desirable	Source	
Respect the dignity of each person valued and loved by God				
Inspire, challenge, motivate and empower teams and individuals to achieve	*		A/I/R	
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	*		A/I	
Build and maintain quality relationships through interpersonal skills and effective communication	*		A/I	
Demonstrate personal and professional integrity, including modelling values and vision	*		A/I	
Manage and resolve conflict in line with the ethos of the school	*		A/I/R	
Prioritise, plan and organise self and others	*		A/I	
Think analytically and creatively and demonstrate initiative in solving problems	*		A/I	
Be aware of their own strengths and areas for development. Listen to, and reflect upon feedback and act appropriately	*		A/I	
Empathise	*		A/I/R	
Demonstrate a capacity for sustained hard work	*		A/I/R	
Demonstrate resilience and optimism	*		A/I	
Demonstrate impact and presence	*		A/I	

I Application Form and Supporting Statement

The form must be **fully** completed in accordance with any instructions and legible. The supporting statement should be clear, concise and **related to the specific post**. Please do not submit a letter of application **in addition** to the supporting statement.

J Confidential References and Reports

Three referees should be nominated **including a 'faith' reference**

Important advice regarding faith references

As you are aware the person specification for the post to which you are making an application states that you are asked to provide a faith reference from a priest where you regularly worship.

The Governing Body will be seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Eucharist and receives the sacraments regularly.

At a time when priests are increasingly assuming responsibility for larger pastoral areas, it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references:

1. Speak to the priest before completing your application and ask if he agrees to your including his name as a referee.
2. Provide him with an outline of
 - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc

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3. If you worship in more than one parish, then in order to satisfy weekly attendance of Mass you may need to specify more than one referee.

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

Please be aware that if governors are not in receipt of a supportive faith reference prior to interview, then even though you may have been shortlisted, governors will not be able to proceed with the interview process.

Only written references and reports should be provided and these should include a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above. They should also provide:

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
A positive recommendation from current employer (for deputy headship, Chair of Governors or Headteacher. For headship Chair of Governors)	E
A second professional reference which may be from the Chair of Governors (for deputy headship) or from the LA, if appropriate.	E