# Pilling St John's Person Specification/Selection Criteria for Deputy Headteacher in a Voluntary Aided School

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**[A] Faith Commitment**

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|  |  | **Essential** | **Desirable** | **Source** |
|  | Full and active member of a church in membership of Churches Together in England. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school). | E |  | A/R |

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

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| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Leading school worship | E |  | A |
|  | 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 Christian ethos of the school*.* | E |  | A/I |
|  | How relationships should be fostered and developed between the school, local Church and its community and Diocese of Blackburn | E |  | I |
|  | Ways of leading the spiritual development of all the school community | E |  | I |

**[B] Qualifications**

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|  |  | **Essential** | **Desirable** | **Source** |
|  | Qualified teacher status | E |  | A |
|  | Degree | E |  | A |

**[C] Professional Development**

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| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Evidence of recent and appropriate professional development for the role of deputy headteacher | E |  | A/I |
|  | Has successfully undertaken appropriate Child Protection training and shows commitment to completing Designated Senior Person training | E |  | A |

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

|  |  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- | --- |
|  | Current experience as a senior leader in a primary school |  | D | A/R |
|  | Active and effective leadership of a team / key stage/ curriculum area/ department | E |  | A/I/R |
|  | To have taken an active involvement in school self-evaluation and development planning  |  | D | A/I/R |
|  | To have implemented and developed a whole school initiative | 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**

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| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Experience of teaching in more than one school |  | D | A |
|  | To have taught in at least 2 Key Stages. | E |  | A |
|  | To have a knowledge and understanding of all 3 Key Stages in the primary phase  | E |  | A/I |
|  | To be able to effectively use data, assessment and target setting to raise standards/address weaknesses | E |  | A/I |
|  | 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 |

**[F] Professional Attributes**

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|  |  | **Essential** | **Desirable** | **Source** |
|  | Demonstrate an understanding, awareness and empathy for the needs of the pupils at Pilling St John's CE Primary School and how these could be met. | E |  | A/I |
|  | 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 |
|  | Excellent written and oral communication skills (which will be assessed at all stages of the process). | E |  | A/I |
|  | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | E |  | A/I |
|  | Show a good commitment to sustained attendance at work | E |  | R |

**[G] Professional Skills**

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

A deputy headteacher is expected to be working within and towards the National Standards of Headship

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| **Qualities and Knowledge** | **Essential** | **Desirable** | **Source** |
|  | Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils at Pilling St John's CE Primary School reflecting the Church foundation of the school. | E |  | A/I |
|  | Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community. | E |  | A/I |
|  | Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them. | E |  | A/I |
|  | Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development, that reflects the needs of a Church of England school. |  | D | A/I |
|  | Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local and national policy into the school's context. |  | D | A/I |
|  | Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel. | E |  | A/I |

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| **Pupils and Staff** | **Essential** | **Desirable** | **Source** |
|  | Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. | E |  | A/I |
|  | Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school’s Church of England foundation. | E |  | A/I |
|  | 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.  | E |  | A/I |
|  | Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.  | E |  | A/I |
|  | Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning | E |  | A/I |
|  | Hold all staff to account for their professional conduct and practice | E |  | A/I |

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| **Systems and Process** | **Essential** | **Desirable** | **Source** |
|  | 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, within a Christian context. | E |  | I |
|  | Within the school’s Christian ethos, provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. | E |  | A/I |
|  | 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.  | E |  | A/I/R |
|  | Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance. | E |  | A/I |
|  | Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability, and its Christian character. |  | D | A/I |
|  | 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.  |  | D | A/I |

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| **The Self-improving school system** | **Essential** | **Desirable** | **Source** |
|  | Create an outward-facing schools which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.  | E |  | A/I |
|  | Develop effective relationships with fellow professionals, parents/carers, the Church community and colleagues in other public services to improve academic and social outcomes for all pupils. | E |  | A/I |
|  | Challenge educational practice in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. | E |  | A/I |
|  | Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff. | E |  | A/I |
|  | Model dynamic and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | E |  | A/I |
|  | Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education, especially within a Christian context. | E |  | A/I |

**[H] Personal Qualities**

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|  |  | **Essential** | **Desirable** | **Source** |
|  | Continue to promote Pilling St John's strong educational philosophy and values | E |  | A/I |
|  | Inspire, challenge, motivate and empower teams and individuals to achieve high goals | E |  | A/I |
|  | Be approachable, person centred. | E |  | A/I |
|  | Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | E |  | A/I |
|  | Build and maintain quality relationships through interpersonal skills and effective communication | E |  | A/I |
|  | Demonstrate personal and professional integrity, including modelling values and vision | E |  | A/I |
|  | Manage and resolve conflict | E |  | A/I |
|  | Prioritise, plan and organise themselves and others | E |  | A/I |
|  | Think analytically and creatively and demonstrate initiative in solving problems | E |  | A/I |
|  | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E |  | A/I |
|  | Able to empathise appropriately and take necessary steps | E |  | A/I |
|  | Demonstrate a capacity for sustained hard work with energy and vigour | E |  | A/I |
|  | Demonstrate impact and presence | E |  | A/I |

**[I] Confidential References.**

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| --- | --- | --- |
|  | Positive and supportive faith reference from the priest/minister where the applicant regularly worships**.**Candidates who do not use their Parish priest/minister must give an explanation in the letter of application | E |
|  | Positive recommendation from all referees, including current employer | 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.

**Governors request that the Supporting Statement is produced in font size 11 and is between 3-4 pages in length.**