

**All Saints Catholic College**

**ASSISTANT PRINCIPAL for Safeguarding, Pupil Wellbeing, Transition, and Admissions.**

**Personal Specification**

***Please note source of evidence of fulfilled criteria:***

***Application Form – A Letter –L References – R Interview – I Cert - Certificates***

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| **EXPERIENCE AND KNOWLEDGE** | **Essential or****Desirable** | **Evidence** |
| Is a practising and Committed Catholic (see below) | D | A/I/R |
| Qualified Teaching Status | E | Cert |
| Good Honours Degree | D | Cert |
| Experience as an effective leader at middle or senior leadership level in a school | E | A/I |
| Experienced DSL with associated current training: knowledge, understanding & commitment to safeguarding and promoting the welfare of students. | E | A/Cert |
| Leads by example and is a positive role model with excellent communication skills | E | A/I/R |
| Personal impact and presence | E | I |
| Has an understanding of the leadership role in the spiritual development of students and staff in the school. | E | A/I/R |
| Has an understanding of current educational provision and the wider school systems | E | A/I |
| Has a record of effective classroom practice based on high expectations of all students | E | A/I/R |
| Demonstrates management, leadership and interpersonal skills | E | A/I/R |
| **PUPILS AND STAFF** | **Essential or****Desirable** | **Evidence** |
| Has ambitious standards and high expectations for all pupils. | E | A/I/R |
| Has an understanding and experience of sound attendance processes and procedures relating to subgroups and whole school. |  D  | A/I/R |
| Experience of a variety of school admissions e.g. HTS, FAP & ICAF. | E | A/I/R |
| Experience of successful transition from KS2. | E | A/I/R |
| Excellent understanding of high quality teaching and learning | E | A/I/R |
| Promotes the development of the whole child | E | A/I/R |
| Uses data analysis to effectively drive whole school improvement | E | A/I/R |
| Encourages all staff to develop their unique potential | E | A/I/R |
| Is an effective teacher | E | A/I/R |

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| **SYSTEMS AND PROCESS**  | **Essential or****Desirable** | **Evidence** |
| Ensures the safety of all staff and pupils at all times | E | A/I/R |
| Promotes excellent behaviour and positive attitudes to school life | E | A/I |
| Uses systems for performance management to hold staff to account | E | A/I |
| Ability to challenge under–performance | E | A/I |
| **SELF IMPROVING SCHOOL** | **Essential or****Desirable** | **Evidence** |
| Knowledge and experience of working with other schools and organisations | E | A/I/R |
| Effective partnerships with a range of professionals | E | A/I |
| Uses well evidenced research to achieve excellence | D | A/I |
| Provides high quality opportunities for staff development | E | A/I/R |
| Confident, entrepreneurial, and innovative approach to school improvement | D | A/I |
| Source of inspiration and encouragement for all in the school community | E | A/I |
| **CHILD PROTECTION** | **Essential or****Desirable** | **Evidence** |
| Ensures that the safeguarding and child protection policies and procedures adopted by the school are fully implemented and followed by all staff | E | A/I |
| Ensures that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively | E | A/I |
| **SECURING ACCOUNTABILITY** | **Essential or****Desirable** | **Evidence** |
| Contributes to the development of a Catholic school ethos | E | A/I/R |
| Ensures individual staff accountabilities are clear, understood, agreed, reviewed and evaluated | E | A/I |
| Works with the SLT and Governing Body to enable it to meet their responsibilities | E | A/I |
| Develops an accurate and understandable account of the school’s performance for a range of audiences | E | A/I |
| Personally contributes to school achievements taking account of feedback from others | E | A/I |
| **STRENGTHENING THE COMMUNITY** | **Essential or****Desirable** | **Evidence** |
| Builds a school culture and curriculum which takes account of the richness and diversity of the community’s Catholic Christian faith | E | A/I/R |
| Creates and promotes strategies for challenging racial and other prejudices | E | A/I |
| Ensures learning experiences for pupils are linked into and integrated with the wider community | D | A/I |
| Ensures a range of community based learning experiences | D | A/I |
| Collaborates with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families | D | A/I |
| Creates and maintains an effective partnership with parents and carers | E | A/I |
| Invites local community into school to enhance and enrich the school | D | A/I |
| Shares effective practice working in partnership with other schools | E | A/I |
| **APPLICATION FORM AND LETTER** | **Essential or Desirable** | **Evidence** |
| Application form to be completed in full and legible  | E | A |
| Supporting statement to be clear, concise and related to the specific post and appointment criteria | E | L |
| **CONFIDENTIAL REFERENCES AND REPORTS** | **Essential or Desirable** | **Evidence** |
|  A positive and supportive written faith reference from a priest where the applicant regularly worships. | D | R |
| A positive recommendation from current employer or Headteacher | E | R |
| A second professional reference | E | R |

**What is the objective definition of a ‘practising Catholic’ for appointments to key posts in Catholic Schools?**

To objectively define what a ‘practising Catholic’ is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute ‘practice’ of the faith in the teaching of the Catholic Church.

The Church’s general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church’s mission to make Christ known to all peoples, by upholding privately and publicly the Church’s moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the ‘practice’ of the Catholic faith in its widest and all- encompassing sense. At the heart of these general obligations though, there are essential components for “*full communion*” with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and ‘practising Catholic’.

 For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see ‘Christ at The Centre: Why the Church provides Catholic Schools’ by Mgr. Marcus Stock 2012.