

**Saints Peter and Paul Catholic High School**

**Person Specification/Selection Criteria for the post**

**of Senior Assistant Vice Principal**

**[A] To be able to demonstrate knowledge and understanding of the following in the context of leading in a Catholic School**

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|  | **Essential** | **Desirable** | **Source** |
| Willing to promote and model core Christian values | **E** |  | **A, I** |
| Planning and leading Collective worship | **E** |  | **A, I** |
| Ways of developing religious education and worship |  | **D** | **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, its community and the diocese. |  | **D** | **A, I** |

**[B] Qualifications**

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|  | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  |  |
| Degree or equivalent | **E** |  |  |
| Have completed the Catholic Certificate in Religious Studies (CCRS) or the Catholic Teachers’ Certificated (CTC) ***or has a commitment to do so.***  |  | **D** |  |

**[C] Professional Development**

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|  | **Essential** | **Desirable** | **Source** |
| Evidence of appropriate professional development for the role of Senior Assistant Vice Principal | **E** |  | **A, I** |
| Has sought out additional professional development opportunities at Senior Leadership level |  | **D** | **A, I** |
| Has successfully undertaken appropriate Safeguarding training. | **E** |  | **A** |
| Has successfully undertaken appropriate Designated Senior Leader Safeguarding training |  | **D** | **A** |
| Has undertaken ***or is willing to*** undertake a programme of study specifically focused on Leadership in Faith schools | **E** |  | **A, I** |

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

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|  | **Essential** | **Desirable** | **Source** |
| Evidence of substantial, recent and successful leadership experience in an appropriate/relevant setting as part of a Senior Leadership team | **E** |  | **A, I, R** |
| Evidence of seeking pastoral and curriculum solutions to complex issues  |  | **D** | **A, I** |
| Evidence of an active involvement in school self-evaluation and development planning | **E** |  | **A, I, R** |
| Evidence of an involvement in or understanding of financial management in a school |  | **D** | **A, I** |
| 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 by, for example, coaching, mentoring, or the delivery of training.  | **E** |  | **A, I, R** |
| The proven ability to create vision, plan strategically and engage all stakeholders in successful implementation  | **E** |  | **A, I, R** |
| The proven ability to use monitoring and evaluation systems to measure impact, hold others to account and shape future direction | **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** |
| Significant teaching experience within the relevant phase(s)  | **E** |  | **A** |
| A knowledge and understanding of all key stages/phases provided in the school. | **E** |  | **A** |
| To be able to use data, assessment and target setting effectively to raise standards/address weaknesses | **E** |  | **A, I** |
| To be able to exemplify how the needs of all students have been met through high quality teaching | **E** |  | **A, I** |

**[F] Professional Attributes**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| To be able to demonstrate an understanding of the particular needs of students at this school and how these could be met | **E** |  | **A, I** |
| To 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** |
| 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** |
| Ability to motivate others through personal influence and concern for individual needs. | **E** |  | **A, I** |
| Conceptual thinking: the ability to: identify patterns between potentially unrelated concepts and draw on past experience to makesense of underlying issues and understand a situation take a broader view and utilise additional information to create new ways of and approaches todoing things come up with highly innovative ways of solving problems. simplify complex issues for others. | **E** |  | **A, I** |
| Holding others to account: the ability to: hold others to account by clearly communicating expectations give constructive and specific feedback. ensure goals or objectives are achieved by getting others to do what is asked of them even if itinvolves tough or unpopular decisions Be prepared to have the ‘difficult conversations’ that may at times be necessary, and handlethese with professionalism and sensitivity. | **E** |  | **A, I** |
| Proven track record of raising achievement and leading change: able to provide evidence of: Impact upon outcomes for students beyond their own subject area Effective leadership of whole school initiatives Promoting accountability in their current and previous roles | **E** |  | **A, I** |

**[G] Professional Skills.**

Applicants must be able to demonstrate that they meet the Teachers’ Standards (England) which are set out in detail in the current School Teachers’ Pay and Conditions Document. The Senior Assistant Vice Principal must be exemplary and be able to

* Set high expectations which inspire, motivate and challenge students
* Promote good progress and outcomes by students
* Demonstrate good subject and curriculum knowledge
* Plan and teach well-structured lessons
* Adapt teaching to respond to the strengths and needs of all students
* Make accurate and productive use of assessment
* Manage behaviour effectively
* Fulfil wider professional responsibilities.

**[H] Personal Qualities**

All of the following are considered to be essential for the post and will be assessed throughout the process.

* Continue to promote the school’s strong educational philosophy and values.
* Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
* Inspire trust in the school community
* Communicate clearly and effectively both orally and in writing in English.
* Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
* Build and maintain high 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 self and others
* Think analytically and creatively and demonstrate initiative in solving problems
* Be aware of their personal 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
* An unceasingly optimistic approach and a sense of humour.

**[I] Confidential References and Reports**

Positive and supportive references are required from

1. The applicant’s current or most recent employer;
2. Another professional reference from a suitably qualified person. This may be a local authority adviser/inspector, a School Improvement Partner or another recent employer.

The governors reserve the right in exceptional cases to seek additional references from other former employers where this seems appropriate.

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

The CESEW application form must be fully completed and legible. The supporting statement should **not exceed two side of A4** in length, be clear, concise and related to the post and setting applied for.