

## Person Specification/Selection Criteria for Deputy Headteacher in St Thomas More RC College

*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.*

*St Thomas More RC College 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 |
|----|---------------------------------|-----------|-----------|--------|
| 1. | Practising Catholic             | E         |           | A/I/R  |
| 2. | Involvement in parish community |           | D         | A/I/R  |

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

|    |   | Essential | Desirable | Source |
|----|---|-----------|-----------|--------|
| 3. | Leading school worship  |           | D         | A/I    |
| 4. | Ways of developing religious education and worship  | E         |           | A/I    |
| 5. | 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    |
| 6. | How relationships should be fostered and developed between the school, parish and its community and Diocese of Salford  | E         |           | A/I    |

**[B] Qualifications**

|    |                          | Essential | Desirable | Source |
|----|--------------------------|-----------|-----------|--------|
| 7. | Qualified teacher status | E         |           | A/CC   |
| 8. | Degree                   | E         |           | A/CC   |

**[C] Professional Development**

|     |   | Essential | Desirable | Source |
|-----|---|-----------|-----------|--------|
| 9.  | Evidence of appropriate professional development for the role of Deputy Headteacher   | E         |           | A      |
| 10. | Evidence of wider leadership and management professional development  | E         |           | A      |
| 11. | Has successfully undertaken appropriate safeguarding training and knowledge of legislation for the protection of young people | E         |           | A      |
| 12. | Has successfully undertaken Designated Safeguarding Lead Training   |           | D         | A/I/CC |
| 13. | Has completed a Catholic Leadership Programme or has a commitment to doing so in an agreed timeframe                          | E         |           | A/I/CC |

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

|     |   | Essential | Desirable | Source |
|-----|---|-----------|-----------|--------|
| 14. | To have substantial and current experience as a leader in an appropriate school phase   | E         |           | A/I/R  |
| 15. | To have had active and effective leadership of a team / department/ key stage / curriculum area as a middle leader                                    | E         |           | A/I/R  |
| 16. | To have taken an active involvement in school self-evaluation and development of a relevant and effective curriculum                                  | E         |           | A/I/R  |
| 17. | To have an understanding of financial management in a school and how targeted funding can lead to Improved pupil outcomes                             | E         |           | A/I/R  |
| 18. | To have implemented and developed a whole school initiative   | E         |           | A/I/R  |
| 19. | To have had responsibility for policy development and implementation  | E         |           | A/I/R  |
| 20. | To have had experience of and ability to contribute to continuing professional development across the phase. (eg, coaching, mentoring, CPD for staff) | E         |           | A/I/R  |
| 21. | Work positively with parents and carers   | E         |           | A/I/R  |
| 22. | To demonstrate an awareness of current national educational policy  | E         |           | A/I/R  |

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

|     |   | Essential | Desirable | Source |
|-----|---|-----------|-----------|--------|
| 23. | Experience of teaching in more than one school  |           | D         | A/I/R  |
| 24. | Experience of teaching in a school in similar circumstances/<br>serving a similar community                       |           | D         | A/I    |
| 25. | Significant teaching experience and proven excellence in<br>teaching pupils.                                      | E         |           | A/I/R  |
| 26. | To have a knowledge and understanding of all Key Stages in the<br>phase   | E         |           | A/I/R  |
| 27. | Secure understanding of assessment strategies, data analysis<br>and the use of assessment to maximise achievement | E         |           | A/I/R  |
| 28. | To be able to exemplify how the needs of all pupils have been<br>met through high quality teaching                | E         |           | A/I/R  |

**[F] Professional Attributes**

|     |   | Essential | Desirable | Source |
|-----|---|-----------|-----------|--------|
| 29. | To be able to demonstrate an understanding, awareness and<br>empathy for the needs of the pupils at this school and how these<br>could be met.                                      | E         |           | I      |
| 30. | To be able to demonstrate a clear rationale for behaviour<br>management and a proven track record of the effective<br>implementation of a range of behaviour management strategies. | E         |           | I      |
| 31. | To have excellent written and oral communication skills (which<br>will be assessed at all stages of the process)  | E         |           | A/I    |
| 32. | To be a leader of learning demonstrating, promoting and<br>encouraging outstanding classroom practice   | E         |           | A/I/R  |
| 33. | Show a good commitment to sustained attendance at work  | E         |           | A/I/R  |

**[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 deputy Headteacher must be exemplary and be able to:

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

## [H] Personal Qualities

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

- 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 written English
- 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 <b>the applicant regularly worships</b>        | 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 |

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

## [J] Application Form and Supporting Statement

. The supporting statement should be clear, concise and related to the specific post,

|   |   |
|---|---|
| The CESEW leadership application form must be fully completed following the guidance outlined in Section G above                          | E |
| The supporting statement should not exceed <u>1300</u> words in length, be clear, concise and related to the post and setting applied for | E |