

**Saints Peter and Paul Catholic High School**

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

**of Assistant Principal**

**A=Application, I=Interview, R=Reference**

**[A] Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evidence** | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  | **A** |
| Degree or equivalent | **E** |  | **A** |
| Leadership qualifications |  | **D** | **A** |

**[B] Professional Development**

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| --- | --- | --- | --- |
| **Evidence** | **Essential** | **Desirable** | **Source** |
| Appropriate professional development for the role of Assistant Principal | **E** |  | **A, I** |
| To have sought out additional professional development opportunities/additional responsibilities | **E** |  | **A, i** |
| Successfully undertaken appropriate Safeguarding training | **E** |  | **A** |
| Enhanced Safeguarding training |  | **D** | **A** |

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

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| --- | --- | --- | --- |
| **Evidence** | **Essential** | **Desirable** | **Source** |
| Substantial, recent and successful middle leadership experience in an appropriate/relevant setting leading a subject/faculty, year group, whole school team or key stage for at least 3 years | **E** |  | **A, I, R** |
| Active involvement in school self-evaluation and development planning | **E** |  | **A, I, R** |
| Policy development and implementation |  | **D** | **A, I, R** |
| Experience of and ability to contribute to staff development by, for example, coaching, mentoring, or the delivery of training. | **E** |  | **A, I, R** |
| Ability to create vision, plan strategically and engage all stakeholders in successful implementation | **E** |  | **A, I, R** |
| Ability to use monitoring and evaluation systems to measure impact, hold others to account and shape future direction | **E** |  | **A, I, R** |
| Demonstrate impact of extended leadership /wider school responsibilities |  | **D** | **A,I,R** |
| Experience of both pastoral and curriculum leadership |  | **D** | **A,I** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Evidence** | **Essential** | **Desirable** | **Source** |
| Experience of teaching in more than one school |  | **D** | **A** |
| Significant teaching experience within the relevant phase(s) | **E** |  | **A** |
| Evidence of leading or contributing to curriculum planning, considering Intent, Implementation and Impact | **E** |  | **A,I** |
| Evidence of successfully meeting the needs of students from disadvantaged backgrounds or those with SEND. | **E** |  | **A, I** |
| 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** |

**[E] Professional Attributes**

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| --- | --- | --- | --- |
| **Evidence** | **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 via the curriculum and wider provision | **E** |  | **A, I** |
| To be able to demonstrate a clear understanding of the need for a graduated approach to supporting students with barriers to learning such as Attendance, behaviour, SEND, SEMH | **E** |  | **A, I, R** |
| Excellent written and oral communication skills (which will be assessed at all stages of the process) | **E** |  | **A, I,R** |
| To be a leader of learning, demonstrating, promoting and encouraging high quality learning experiences | **E** |  | **A, I** |
| Demonstrate the ability to motivate others through personal influence and concern for individual needs. | **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 it involves tough or unpopular decisions * prepared to have the ‘difficult conversations’ that may at times be necessary, and handle these 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/responsibility area * Promoting accountability in current and previous roles * Inspiring and empowering staff to lead change |  | **D** | **A, I** |

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

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| --- | --- | --- | --- |
| **Evidence** | **Essential** | **Desirable** | **Source** |
| Planning and leading Collective worship |  | **D** | **A, I** |
| Modelling and promoting our school values | **E** |  | **A, I,** |
| Willing to promote and model core Christian values | **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 Assistant 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 (min. size 11 font)** in length, be clear, concise and related to the post and setting applied for.