

Deputy Headteacher Person Specification

This document is offered to governing bodies as a tool to assist in the process of identifying the qualifications, skills experience and personal qualities required of the successful candidate for the post. It is not prescriptive except where indicated.

Selection criteria will be assessed throughout the process, including reports received after an offer of appointment is made.

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 teaching of the Catholic Church and the diocesan Trust Deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for 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 aspects.

[A.1] Faith Commitment

	Essential	Desirable
Practising Catholic	E	
Involvement in a parish community		D

[A.2] To be able to demonstrate knowledge and understanding of the following in the context of a Catholic School

	Essential	Desirable
Leading worship	E	
Ways of developing religious education and worship	E	
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	
How relationships should be fostered and developed between the school, parish, its community and the diocese.	E	

[B] Qualifications

	Essential	Desirable
Qualified teacher status	E	
Degree or equivalent	E	
Have completed the Catholic Certificate in Religious Studies (CCRS) or has a commitment to do so.	E	

[C] Professional Development

	Essential	Desirable
Has successfully undertaken appropriate Child Protection training.	E	
Evidence of recent leadership and management professional development	E	

[D] School leadership and management experience

	Essential	Desirable
Evidence of substantial, recent and successful leadership experience in two key stages (EYFS,KS1 and KS2)	E	
Evidence of analysing assessment data to drive school improvement and improve outcomes for pupils.	E	
Evidence of an active involvement in school improvement, development planning and self-evaluation, which raised standards across the school	E	
Evidence of an involvement in or an understanding of financial management in a school.		D
To have had responsibility for leading an area of whole school curriculum development which had a positive impact on outcomes for all pupils	E	
To have had experience of and ability to contribute to staff development by, for example, coaching, mentoring, or the delivery of training.	E	
To have experience of advising a governing body or one of its committees.		D

[E] Experience and knowledge of teaching

	Essential	Desirable
Significant teaching experience within the EYFS, KS1 and KS2 phases	E	
Experience of working in a Catholic school		D
A knowledge and understanding of all key stages provided in the school and the end of key stage assessments	E	
To be able to use data, assessment and target setting effectively to raise standards/address weaknesses	E	
To be able to exemplify how the needs of all pupils have been met through high quality teaching	E	

[F] Professional Attributes

	Essential	Desirable
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	
Have a working knowledge of a variety of digital platforms and systems for both management and communication		D
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	E	
Demonstrate the ability to monitor standards across the school and hold challenging conversations if needed	E	
To be a role model as a senior leader to the rest of the school community fulfilling the wider professional responsibilities	E	

[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*
- *Demonstrate a thorough understanding of safeguarding in schools.*

[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*
- *Demonstrate a sense of humour*
- *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 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*
- *Uphold the core values of the school*

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