

## St John Vianney Catholic Primary School

### Deputy Headteacher

#### Person Specification/Selection Criteria for a Head of School

NB: This is a master outline for a person specification which should be personalised to the school. It is not expected that all the suggestions are included, only those relevant to the post and wording/vocabulary can also be altered to suit the school's needs. Italic text indicates guidance notes that should be deleted. Bolt text indicates criteria strongly recommended.

*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 Roman Catholic Church and the Trust Deed of the Archdiocese of Liverpool. 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 aspects.*

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the Trust Deed.

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded

#### [A] Faith Commitment

	Essential	Desirable	Source
Practising Catholic	x		A/R

#### [B] Qualifications

	Essential	Desirable	Source
Qualified teacher status	x		A
Degree or equivalent	x		A
CCRS/CTC or a willingness to obtaining the certificate	x		A

#### [C] Professional Development

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of deputy headteacher	x		A/I
Evidence of recent leadership and management professional development	x		A
Has successfully undertaken appropriate Child Protection training	x		A
Have or will complete Designated Safeguarding Lead training	x		I

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

	Essential	Desirable	Source
Substantial and current experience as a senior/middle leader in the primary phase	x		A/I/R
Active and effective leadership of <i>a team/key stage/curriculum area/department</i>	x		A/I
To have taken an active involvement in school self-evaluation and development planning	x		A/I
To have implemented and developed a whole school initiative	x		A/I
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement		x	A/I
To have had responsibility for policy development and implementation	x		A/I
To have had experience of and ability to contribute to staff development across the primary range	x		A/I

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

	Essential	Desirable	Source
Experience of teaching in more than one school		x	A
Experience of teaching in a Catholic school		x	A
Significant teaching experience within the primary phase across a minimum of two key stages		x	A/I
To have a current knowledge and understanding of all 3 Key Stages in the primary phase	x		A/I
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	x		I
To be able to exemplify how the needs of all pupils have been met through high quality teaching	x		A/I

**[F] Professional Attributes**

	Essential	Desirable	Source
To be able to demonstrate an understanding of the needs of pupils and families at this School and how these could be met	x		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	x		A/I
Excellent computing, written and verbal communication skills (which will be assessed at all stages of the process)	x		A/I
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	x		A/I

**[G] Personal Qualities – these will be assessed through the process**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Continue to promote our strong educational philosophy and values	<b>x</b>		<b>A/I</b>
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	<b>x</b>		<b>A/I</b>
Be approachable, person-centered	<b>x</b>		<b>I</b>
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	<b>x</b>		<b>A/I</b>
Build and maintain quality relationships through interpersonal skills and effective communication	<b>x</b>		<b>A/I/R</b>
Demonstrate personal and professional integrity including modeling values and vision	<b>x</b>		<b>A/I</b>
Inspire trust and confidence across the school and community	<b>x</b>		<b>A/I</b>
Manage and resolve conflict	<b>x</b>		<b>A/I</b>
Prioritise, plan and organise themselves and others	<b>x</b>		<b>A/I</b>
Think analytically and creatively and demonstrate initiative in solving problems	<b>x</b>		<b>A/I</b>
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon, as appropriate, feedback from others	<b>x</b>		<b>A/I</b>
Demonstrate impact and presence	<b>x</b>		<b>A/I</b>
An ability to fulfil all spoken aspects of the role with confidence through the medium of English	<b>X</b>		<b>I</b>

**[H] Confidential References and Reports**

A positive and supportive faith reference from a priest where the applicant regularly worships	<b>x</b>		<b>R</b>
Positive recommendation from all referees, including current employer	<b>x</b>		<b>R</b>

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

The form must be fully completed and legible.

The supporting statement, which forms part of the CES form, should be clear, concise and related to the specific post.