

Deputy Headteacher

Person Specification for Rainford Church of England Primary School

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed

Criteria	Essential	Desirable	Where measured: <i>A-Application I-Interview/Task LO –Lesson Observation R-Reference</i>
A-Qualifications and professional development.	<ul style="list-style-type: none"> Degree 		A
	<ul style="list-style-type: none"> Qualified Teacher Status 		A
	<ul style="list-style-type: none"> Outstanding teacher 		LO, R
	<ul style="list-style-type: none"> Evidence of professional development in preparation for Deputy Headship 		A,I,R
Experience	<ul style="list-style-type: none"> Significant experience of leading a core subject and raising standards 		A,I,R
	<ul style="list-style-type: none"> Successful and effective leadership of a key stage 		A,I,R
		Experience of teaching across the primary range	A, I,R
		Experience in investigating and analysing information and producing written /verbal reports.	A,I, R
Leading the Christian ethos.	<ul style="list-style-type: none"> Ability to lead the school as a Christian community 		A,I R
	<ul style="list-style-type: none"> A vision for fostering and developing the Christian ethos of the school 		A,I,R

		Full and active member of a church in membership of Churches Together in England	R
	<ul style="list-style-type: none"> An understanding of how to develop the Christian character of the school, its pupils and staff 		A,I,R
	<ul style="list-style-type: none"> Experience of leading whole school worship 		A,I,R
Shaping the future	<ul style="list-style-type: none"> An understanding of strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision 		A,I,R
	<ul style="list-style-type: none"> An understanding of developing and sustaining a learning culture that has the whole child at the centre of its core, including high expectations and standards of achievement for all 		A,I,R
	<ul style="list-style-type: none"> Experience of leading innovation, creativity and change 		A,I,R
	<ul style="list-style-type: none"> Knowledge of current educational trends and issues, including national policies, priorities and legislation 		A,I,R
Leading learning and teaching	<ul style="list-style-type: none"> Understanding of the principles and practice of effective learning and teaching 		LO,I,R
	<ul style="list-style-type: none"> Experience of improving the quality of learning and teaching, including promoting excellence and challenging poor performance 		A,I,R
	<ul style="list-style-type: none"> Experience of curriculum design and management that help to provide the choice and flexibility to meet the personal learning needs of every pupil 		A,I,R
	<ul style="list-style-type: none"> Experience of monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being 		A,I,R
	<ul style="list-style-type: none"> Experience of designing and implementing effective assessment systems 		A,I,R
Self-Development and Working with Others	<ul style="list-style-type: none"> An understanding of the significance of interpersonal relationships and strategies for promoting individual and team development 		A,I,R

	<ul style="list-style-type: none"> An understanding of how to promote an open, fair and equitable culture 		A,I,R
	<ul style="list-style-type: none"> An understanding of the relationships between self-evaluation, performance management and continuing professional development 		A,I,R
	<ul style="list-style-type: none"> An understanding of the impact of change and different leadership styles on individuals and organisations 		A,I,R
	<ul style="list-style-type: none"> An understanding of the importance of partnership working and accepting appropriate support from others, including colleagues, governors, the Local Authority, local churches and the local community plus other external agencies 		A,I,R
Managing the organisation	<ul style="list-style-type: none"> An understanding of the principles, strategies and practice of school improvement and self evaluation 		A,I,R
		Experience of strategic financial planning, budgetary management and principles of best value, including evaluating the use of resources in relation to their contribution to pupil achievement	A,I,R
		Experience of managing the school efficiently and effectively on a day-to-day basis	A,I,R
	<ul style="list-style-type: none"> Experience of informed judgements to make professional, leadership, managerial and organisational decisions 		A,I,R
	<ul style="list-style-type: none"> Knowledge of and commitment to the implementation of the safeguarding agenda 		A,I
Securing Accountability	<ul style="list-style-type: none"> Experience of principles and practice of quality assurance systems, including school review, self evaluation and performance management 		A,I,R
	<ul style="list-style-type: none"> Experience of analysing the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance 		A,I,R

Strengthening Community	<ul style="list-style-type: none"> An understanding of listening to, and reflecting and acting on, community feedback 		A,I
	<ul style="list-style-type: none"> Experience of the employment of strategies that encourage parents and carers to support their children's learning 		A,I,R
	<ul style="list-style-type: none"> Experience of building and sustaining effective relationships with parents, carers, other schools and partners 		A,I,R
Personal Skills and Attributes	<ul style="list-style-type: none"> Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals 		A,I,R
	<ul style="list-style-type: none"> Ability to demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people 		A,I,R
	<ul style="list-style-type: none"> In a church school, an ability to manage and resolve conflict 		A,I,R
	<ul style="list-style-type: none"> Experience of prioritising, planning and organising themselves and others 		A,I,R
	<ul style="list-style-type: none"> Ability to think analytically and creatively and demonstrate initiative in solving problems 		A,I,R
	<ul style="list-style-type: none"> Understanding of their own strengths and areas for development and listen to, and reflect constructively and act upon, as appropriate, feedback from others 		I,R
Application Form and Supporting Statement	<ul style="list-style-type: none"> The form must be fully completed, legible and grammatically correct 		
	<ul style="list-style-type: none"> The supporting statement should be no more than two sides of A4 and not less than font size 11 		
Confidential References.	<ul style="list-style-type: none"> Positive recommendation from all referees, including current employer 	Positive and supportive faith reference from the priest/minister where the applicant regularly worships or is a member of that Church.	
	Candidates should offer two references, one of which must be the current or last employer. A further faith reference may be offered.		