

## Person Specification/Selection Criteria for Deputy Headteacher at Bolton-le-Sands CoE Primary School

***The applicant will be required to safeguard and promote  
the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

### **[A] Faith Commitment**

		<b>Essential/ Desirable</b>
1.	Regular involvement in a church in membership of Churches Together in England, The Evangelical Alliance or North West Gospel Partnership. <i>(This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school)</i>	<b>E</b>

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

		<b>Essential/ Desirable</b>
2.	The development of the Christian character of Bolton-le-Sands school, its pupils and staff	<b>E</b>
3.	Leading and evaluating school worship	<b>E</b>
4.	Ways of developing religious education and worship	<b>D</b>
5.	Ways of leading the spiritual development of all the school community.	<b>D</b>
6.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	<b>E</b>
7.	How relationships should be fostered and developed between the school, local Church and its community and Diocese of Blackburn	<b>D</b>

### **[B] Qualifications**

	<b>Qualification requirements</b>	<b>Essential/ Desirable</b>
8.	Qualified teacher status	<b>E</b>
9.	Degree	<b>D</b>

**[C] Professional Development**

		<b>Essential/ Desirable</b>
10.	Evidence of recent and on-going leadership and management professional development for the role of senior leader	<b>E</b>
11.	Up to date safeguarding training and knowledge of legislation for the protection of young people	<b>E</b>

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

		<b>Essential/ Desirable</b>
12.	Evidence of direct involvement in whole school self-evaluation and school improvement strategies	<b>E</b>
13.	Successful experience of leading one or more curriculum areas	<b>E</b>
14.	To have led whole school initiatives and be able to demonstrate positive impact	<b>E</b>
15.	Experience of working effectively within staff teams	<b>E</b>
16.	Experience of line management of staff	<b>D</b>
17.	To have had responsibility for policy development and implementation and be able to demonstrate positive impact	<b>E</b>
18.	To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training, for example, as a subject leader)	<b>E</b>
19.	Work positively with parents and carers	<b>E</b>
20.	To demonstrate an awareness of current national education policy	<b>E</b>

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

		<b>Essential/ Desirable</b>
21.	Demonstrate excellence in teaching pupils within the primary phase	<b>E</b>
22.	Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase.	<b>E</b>
23.	To be able to effectively use data, assessment and target setting to raise standards/address weaknesses as part of a drive for excellence	<b>E</b>
24.	Ability to promote inclusion and meet the needs of all pupils	<b>E</b>
25.	A commitment to addressing diversity positively	<b>E</b>

**[F] Professional Attributes**

		<b>Essential/ Desirable</b>
26.	Ability to deal effectively and positively with a range of pupil behaviours	<b>E</b>
27.	An ability to communicate effectively, both orally and in writing, with a range of audiences	<b>E</b>

28.	To be a proven leader of learning demonstrating, promoting and encouraging outstanding classroom practice	<b>E</b>
29.	Have a good commitment to sustained attendance at work	<b>E</b>
30.	A commitment to professional development for self and others.	<b>E</b>
31.	Ability to support and develop the vision of the school	<b>E</b>
32.	Ability to motivate adults and children	<b>E</b>

**[G] Personal Qualities**

		<b>Essential/ Desirable</b>
33.	A passion for pupil aspiration	<b>E</b>
34.	Excellent interpersonal skills	<b>E</b>
35.	Be committed to working with a high level of integrity and professionalism	<b>E</b>
36.	Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively	<b>E</b>
37.	Ability to build and maintain good relationships with colleagues, parents and members of the wider school community	<b>E</b>
38.	The ability to perform effectively under pressure	<b>E</b>
39.	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>E</b>

**[H] Safeguarding**

		<b>Essential/ Desirable</b>
40.	Displays commitment to the protection and safeguarding of children and young people	<b>E</b>
41.	The ability to form and maintain appropriate relationships and personal boundaries with young people	<b>E</b>
42.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	<b>E</b>
43.	Will co-operate and work with relevant agencies to protect young people	<b>E</b>

**[I] Professional Skills**

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the National Standards of Excellence for Headteachers 2015 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in this school throughout the appointment process.

**[J] Confidential References and Reports**

		<b>Essential/ Desirable</b>
44.	Positive recommendation from all referees, including current employer	<b>E</b>

45.	Positive and supportive faith reference from the priest/minister where the applicant regularly worships.  <b>Candidates who do not use their Parish priest/minister must give an explanation in the letter of application</b>	<b>E</b>
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**[K] Application Form and Supporting Statement**

*The form must be fully completed and legible. **The supporting statement/letter should address the criteria referenced in the person specification.** It should be clear, concise and on no more than 3 sides of A4 in size 12 font.*