

THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL
PERSON SPECIFICATION/SELECTION CRITERIA FOR THE POST OF ASSISTANT
HEADTEACHER



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 Diocese of Lancaster. 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 practicing 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.

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

[A] FAITH COMMITMENT

	Essential	Desirable	Source
Practising Catholic		D	A/I/R
Involvement in parish community		D	A/I/R

[A.2] TO BE ABLE TO DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE FOLLOWING IN THE CONTEXT OF A CATHOLIC SCHOOL

	Essential	Desirable	Source
Leading school worship		D	A/I/R
Ways of developing religious education and worship		D	A/I/R
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.		D	A/I/R
How relationships should be fostered and developed between the school, parish, its community and the diocese.		D	A/I/R
Has completed the Catholic Leadership Programme or has a commitment to do so.		D	A/I/R

[B] QUALIFICATIONS

	Essential	Desirable	Source
Qualified teacher status	E		A
Degree	E		A
CCRS/CTC or commitment to obtaining the certificate	E		A

[C] PROFESSIONAL DEVELOPMENT

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of assistant headteacher		D	A
Evidence of recent leadership and management professional development	E		A/I/R
Has successfully undertaken appropriate Child Protection training.	E		A
Has successfully undertaken appropriate Designated Senior Leader training.		D	A
Has successfully undertaken the Secretary of State's approved "safer recruitment" training or has a commitment to do so before taking up		D	A

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HEADTEACHER



post/ within 12 months of taking up post.			
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[D] SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE

	Essential	Desirable	Source
Recent successful leadership.	E		A/I/R
To have taken an active involvement in school self-evaluation and development planning	E		A/I/R
To have an awareness of the/previous involvement in/active involvement in/fully conversant with/ the financial management of a primary/secondary school.		D	A/I/R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement		D	A/I/R
To have had responsibility for policy development and implementation	E		A/I/R
To have had experience of and ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)	E		A/I/R

[E] EXPERIENCE AND KNOWLEDGE OF TEACHING

	Essential	Desirable	Source
Experience of teaching in more than one school		D	A/I
Experience of teaching in a Catholic school		D	A/I/R
Experience of teaching in a school in similar circumstances/serving a similar community.		D	A/I
Significant teaching experience within the primary phase	E		A/I/R
To have a current knowledge and understanding of all 3 Key Stages in the primary phase	E		A/I/R
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		A/I/R
To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I/R

[F] Professional Attributes

	Essential	Desirable	Source
To be able to demonstrate an understanding of the needs of pupils at this School and how these could be met	E		A/I/R
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		A/I/R
Excellent written and verbal 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 outstanding classroom practice	E		A/I/R
Show a good commitment to sustained attendance at work	E		A/I/R

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HEADTEACHER



[G] Professional Skills based on the National Standards for Headteachers

The Assistant Headteacher is expected to have a working knowledge of the National Standards of Excellence for Headteachers (2015) and a willingness to work towards the achievement of these standards.

- Qualities and Knowledge
- Pupils and Staff
- Systems and Processes
- The Self=Improving School System

The supporting statement for this application should detail the applicants current knowledge of the four domains listed above.

[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.
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
- 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 organize themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own 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

[i] Confidential References and Reports

A positive and supportive faith reference from a Catholic priest where the applicant regularly worships	D
Positive recommendation from all referees, including current employer	E
A supportive reference from a further professional reference.	E

[J] Application Form and Supporting Statement

The CESEW application form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post paying particular attention to Section G above.

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Assistant Headteacher Job Description
Catholic Voluntary Aided Schools

The school has been designated by the Secretary of State as a school with a religious character. Its 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 teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Lancaster. 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 its aspects.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for assistant headteachers contained in the current School Teachers' Pay and Conditions document and other current education and employment legislation including that of the Department for Education.

The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher and Assistant Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.

JOB TITLE: **Assistant Headteacher**

ACCOUNTABLE TO: **The Headteacher**

MAIN PURPOSE:

The Assistant Headteacher will:

The Inclusion Manager will provide strategic direction and help set the vision and ethos for all aspects of school life relating to children with identified additional needs. They will play a major role in contributing to the raising of standards for all children with SEND ensuring inclusive practice and equality of opportunity for all.

THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL
PERSON SPECIFICATION/SELECTION CRITERIA FOR THE POST OF ASSISTANT
HEADTEACHER



MAIN TASKS:

The Inclusion Manager will provide strategic direction and help set the vision and ethos for all aspects of school life relating to children with SEND. They will play a major role in contributing to the raising of standards for all children with SEND ensuring inclusive practice and equality of opportunity for all.

1. Class teacher responsibilities

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To be responsible for a specific class or age group of children to be decided on appointment.

2. The internal organisation, management and control of the school

2.1 To have specific responsibilities for areas of Inclusion:

- Special Educational Needs and Disabilities
- Additional Learning Needs
- Children Looked After
- Medical Needs
- Pastoral Care
- Pupil Premium
- More Able
- English as an Additional Language

2.2 To contribute to:

- Fulfilling the school's Mission Statement
- Maintaining and developing the Catholic ethos, values and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- A development plan which will translate school aims and policies into actions
- Monitoring and evaluating the performance of the school and its achievements as a Catholic school
- Implementing the governing body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- The efficient organisation, management and supervision of school routines

3. Teaching and Learning

- Identify and adopt the most effective teaching approaches (including interventions)
- for pupils with additional needs
- Model outstanding practice to class teachers and intervention groups' staff.
- Disseminate good practice to all staff.
- Monitor teaching and learning activities to meet the needs of all pupil groups.
- Liaise with other schools to ensure continuity of support and learning for all
- pupil groups.

THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL
PERSON SPECIFICATION/SELECTION CRITERIA FOR THE POST OF ASSISTANT
HEADTEACHER



- Ensure all teachers recognise their statutory duties regarding the teaching of children with additional needs.
- Develop and maintain highly effective inclusion procedures which promote
- high standards of attainment, behaviour and attendance.
- Support staff in their assessments and understanding of next steps learning.
- To take an active part in the timetabling of teaching assistants.
- Support teachers in planning and delivering units of work.
- To support class teachers in compiling provision maps and incorporating these targets into half termly & weekly planning.
- To organise or administer testing/assessment of need for pupils identified as
- having a special educational need.
- Lead and arrange INSET training for all staff.

4. Recording and Assessment

- Set targets for raising achievement amongst all pupil groups.
- Collect and interpret specialist assessment data.
- Update the Headteacher and governing body on the effectiveness of provision.
- Develop understanding of learning needs and the importance of raising achievement amongst pupils.
- Lead on school self-evaluation in the area of inclusion, including monitoring the quality of teaching, reviewing learning standards and the achievement of pupils and analysing performance data.
- To maintain a register of need & provision map for additional needs within school
- To be responsible and take ownership for all paperwork & liaison with outside agencies and other schools required for EHCPs of SEND/ ECHPs.

5. Pupil care

To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and doctrines of the Catholic Church
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct/discipline the encouragement of good behaviour and commitment to the common good
- The development among pupils of self-discipline
- The handling of individual disciplinary cases

6. The management of staff

- To participate in the selection and deployment of teaching and non-teaching staff
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school
- To contribute to staff development policies appropriate to the Catholic nature of the school in relation to:
 - The induction of new and newly qualified teachers and other staff

THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL
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- The provision of professional advice and support and the identification of training needs
- Students under training/work experience

- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.

6 The management of resources

- To contribute to the formulation of the school's policies and procedures concerning resource management in accordance with the school's Mission Statement.
- To allocate, control and account for those financial and material resources of the school which are delegated by the headteacher.
- To promote an attractive environment which stimulates learning and enhances the appearance of the school and expresses its Catholic identity.
- To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

7 Relationships

- To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- To assist liaison and co-operation with Diocesan and Authority officers and support services.
- To help in maintaining and developing effective communications and links with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education.
- To assist liaison with other educational establishments, especially other Catholic institutions, in order to promote the continuity of learning, progression of achievement and curriculum development.
- To assist liaison with other professional bodies, agencies and services.
- To develop and maintain positive links and relationships with the parish community, local organisations and employers:
 - To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the parish and community and that its curriculum draws on the nature and resources of that community.

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

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to deputy headteachers. The person

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HEADTEACHER

appointed will be expected to sign the Catholic Education Service model contract of employment.

