# 

# Person Specification/Selection Criteria for

# Headteacher in St Mary’s RC Primary, a Voluntary Academy, Bacup

***As the Academy is a Catholic school, designated as such, the Directors are accountable to the Bishop to ensure that the Academy is conducted as a Catholic school in accordance with Canon law and the teachings of the Roman Catholic Church so that, at all times, the Academy may 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 they will ensure that the school is distinctively Catholic in all its aspects.***

***St Mary’s is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***

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

*Source Key: A = Application Form I = Interview R = References CC = Checking Certificates*

**[A] Faith Commitment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Practising Catholic | **E** |  | A/I/R |
|  | Involvement in parish community |  | **D** | A/I/R |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | 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** |  | A/I |
|  | Leading school worship | **E** |  | A/I |
|  | Ways of developing religious education and worship | **E** |  | A/I |
|  | How relationships should be fostered and developed between the school and parish community. | **E** |  | A/I |

**[B] Qualifications**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Qualified teacher status | **E** |  | A/CC |
|  | Degree level qualification | **E** |  | A/CC |

**[C] Professional Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Evidence of appropriate professional development for the role of headteacher | **E** |  | A |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people | **E** |  | A/I/CC |
|  | Has completed the Catholic Leadership Programme/CCRS |  | **D** | A/CC |
|  | Has successfully undertaken Designated Safeguarding Lead training |  | **D** | A/CC |

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

|  |  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- | --- |
|  | Recent successful leadership as a Headteacher, deputy headteacher or assistant headteacher | **E** |  | A/I/R |
|  | Evidence of successfully leading school improvement | **E** |  | A/I/ |
|  | Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching | **E** |  | A/I/R |
|  | Experience of curriculum leadership and development | **E** |  | A/I/R |
|  | Experience of working constructively with parents | **E** |  | A/R |
|  | Experience of monitoring staff performance | **E** |  | A/I/R |
|  | Experience of providing professional challenge and support to others through the performance management process |  | **D** | A/I/R |
|  | To have experience of guiding, coaching, mentoring or training individuals or teams | **E** |  | A/I/R |
|  | The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities |  | **D** | A/I/R |
|  | An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement |  | **D** | A/I/R |
|  | Experience of effective budget management and financial analysis |  | **D** | A/I/R |
|  | Able to demonstrate a good awareness of current national education policy and strategy | **E** |  | A/I/R |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice | **E** |  | A/I/R |
|  | To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase | **E** |  | A/I |
|  | To be able to effectively use data and assessment to raise standards/address weaknesses | **E** |  | A/I/R |
|  | 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 |
|  | Displays commitment to the protection and safeguarding of children and young people | **E** |  | A/I/R |
|  | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | **E** |  | A/I/R |

**[F] Professional Attributes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** | **Source** |
|  | Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | **E** |  | A/I/R |
|  | Inspire, challenge, motivate and empower teams and individuals to achieve high goals | **E** |  | A/I/R |
|  | Demonstrate personal and professional integrity, including modelling values and vision | **E** |  | A/I/R |
|  | Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met | **E** |  | I |
|  | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | **E** |  | A/R |
|  | Think analytically and creatively and demonstrate initiative in solving problems | **E** |  | A/I |
|  | Prioritise, plan and organise themselves and others | **E** |  | A/I |
|  | Build and maintain quality relationships through interpersonal skills and effective communication | **E** |  | A/I/R |
|  | Manage and resolve conflict | **E** |  | A/I/R |
|  | Maintain confidentiality | **E** |  | A/R |
|  | To have effective written and oral communication skills (which will be assessed at all stages of the process) | **E** |  | A/I |
|  | Demonstrate a capacity for sustained hard work with energy and vigour | **E** |  | A/I/R |

**[I] Confidential References and Reports**

|  |  |
| --- | --- |
| A positive and supportive faith reference from a priest where the applicant regularly worships. | **E** |
| Positive recommendation from all referees, including current employer. | **E** |
| A supportive reference from the Local Authority/Academy Trust if possible, or a further supportive professional reference | **E** |

The directors / governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

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

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post.