**Catholic School**

**Person Specification/Selection Criteria for the post of Class Teacher + TLR 2.1**

This document is offered to governing bodies as a tool to assist in the process of identifying the qualifications, skills experience and personal qualities required of the successful candidate for the post. It is not prescriptive except where indicated.

Selection criteria will be assed throughout the process, including reports received after an offer of appointment is made.

1. **Application form I – Interview LO – Lesson observation**

**[A.1] Faith Commitment**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| Practising Catholic |  | **D** | **A** |

**[A.2] To be able to demonstrate knowledge and understanding of the following in the context of a Catholic School**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| Leading class worship |  | **D** | **I** |
| Ways of developing religious education and worship |  | **D** | **I** |

**[B] Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| Qualified teacher status | **E** |  | **A** |
| Degree or equivalent | **E** |  | **A** |

**[C] Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| Has successfully undertaken appropriate Child Protection training. | **E** |  | **A** |
| Evidence of professional development relevant to the post |  | **D** | **A** |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| Evidence of successful classroom experience in an appropriate/relevant setting. | **E** |  | **A/I/LO** |
| Evidence outstanding teaching | **E** |  | **A/I/LO** |
| To have had responsibility for leading an area of whole school curriculum development which had a positive impact on outcomes for all pupils |  | **D** |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| Successful teaching experience within upper Key Stage 2 |  | **D** | **A/I** |
| Experience of working in a Catholic school. |  | **D** | **A** |
| A knowledge and understanding of all key stages/phases provided in the school. |  | **D** | **A/I** |
| To be able to use data, assessment and target setting effectively to raise standards/address weaknesses |  | **D** | **A/I** |
| To be able to exemplify how the needs of all pupils have been met through high quality teaching | **E** |  | **A/I/LO** |

**[F] Professional Attributes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** |  |
| 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/LO** |
| Have a working knowledge of a variety of digital platforms and systems for both management and communication |  |  | **I** |
| To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice | **E** |  | **A/I/LO** |

**[G] Professional Skills.**

Applicants must be able to demonstrate that they meet the Teachers’ Standards ((England) which are set out in detail in the current School Teachers’ Pay and Conditions Document. The deputy headteacher must be exemplary and be able to

* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Plan and teach well-structured lessons
* Adapt teaching to respond to the strengths and needs of all pupils
* Make accurate and productive use of assessment
* Manage behaviour effectively
* Fulfil wider professional responsibilities
* Demonstrate a thorough understanding of safeguarding in schools.

**[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.
* Inspire trust in the school community
* Communicate clearly and effectively both orally and in writing in English.
* 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 self and others
* Think analytically and creatively and demonstrate initiative in solving problems
* Be aware of their personal 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**

Positive and supportive references are required from

1. The applicant’s current or most recent employer;
2. Another professional reference from a suitably qualified person. This may be a local authority adviser/inspector, a School Improvement Partner or another recent employer.

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

Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.

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

The most up to date CESEW application form provided by the school and must be fully completed and legible. The supporting statement should be **no more than 2 A4 pages (font size 11 minimum)** and should be clear, concise and related to the post and setting applied for, paying attention to Section G above.

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