**Person Specification for Assistant**

**Headteacher at Dalton St Michael's CE Primary School**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

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.

R = Reference/A = Application Form/Letter/I =Interview

**Faith Commitment**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | A practising Christian who regularly (at least once a month) attends and is involved in the life of their own church (not the church connected with their current school … unless this is their church) | **D** | **R/I** |
|  | Willing and able to support, sustain and develop the Christian character of our church school | **E** | **A/I** |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | Ways to ensure that the Christian vision enables the flourishing of pupils and adults within our church school and its community  | **E** | **I** |
|  | Leading school worship | **E** | **I** |
|  | Support the development of RE in our school | **D** | **A/I** |
|  | Supporting how relationships should be fostered and developed between the school, local Church and its community and Diocese of Liverpool  | **E** | **A/I** |
|  | Ways of helping the Headteacher to lead the spiritual development of all the school community | **D** | **A/I** |

**Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | Qualified teacher status | **E** | **A** |
|  | Degree | **E** | **A** |

**Professional development and Safeguarding**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | Evidence of recent middle / senior leadership training. | **D** | **A/I** |
|  | Displays commitment to the protection and safeguarding of children and young people | **E** | **I** |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people appropriate to the role of deputy headteacher | **E** | **A/I** |
|  | Will co-operate and work with relevant agencies to protect young people | **E** | **A/I** |

**School leadership and management knowledge and experience**

|  |  | **Essential/ Desirable** | **Evidence Source** |
| --- | --- | --- | --- |
|  | Recent successful middle leadership  | **E** | **A** |
|  | Evidence of successfully leading and aspect of school improvement  | **E** | **I** |
|  | To have experience of being involved with school self-evaluation and development planning  | **D** | **A/I** |
|  | To have the ability to contribute to staff development(e.g. coaching, mentoring, leading INSET etc.) | **D** | **I** |
|  | Experience of monitoring staff performance | **D** | **I** |
|  | The ability to provide support and advice to the headteacher to enable them to give relevant information to the governing board | **E** | **A/I** |
|  | Maintains good awareness of current national education policy and strategy | **E** | **I** |

**Experience and knowledge of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | To have taught in at least two key stages (EYFS/KS 1/KS 2/) appropriate to the school’s context  | **D** | **A/I** |
|  | To have current knowledge of all key stages within the school’s phase setting  | **E** | **A/I** |
|  | Has the ability to support the headteacher and other leaders in analysing school data and identify appropriate actions to raise standards/address weaknesses  | **D** | **A/I** |
|  | Commitment to ensuring inclusion and addressing diversity positively | **E** | **A/I** |

**Professional attributes and skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | Demonstrate an understanding, awareness and empathy for the needs of the pupils at our school and how these can be met. | **E** | **I** |
|  | To have a clear rationale for behaviour management that will support and enhance our school’s practices  | **E** | **A/I** |
|  | An ability to communicate effectively, both orally and in writing, to a range of audiences | **E** | **A** |
|  | To be an excellent classroom practitioner and role model  | **E** | **A/I** |
|  | A commitment to the own professional development and support others in their development | **E** | **A/I** |

**Personal Qualities**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** | **Evidence Source** |
|  | A passion for achieving the very best outcomes for all children | **E** | **I** |
|  | The capacity to support the headteacher in providing inspirational, enthusiastic and innovative educational leadership | **E** | **I** |
|  | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job in a small school | **E** | **I** |
|  | An ability to support the headteacher in establishing effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community  | **E** | **A/I** |
|  | The ability to positively promote the school at every opportunity  | **E** | **I** |
|  | The ability to support the Christian vision for the future development of the pupils at Dalton St Michael's Primary School. | **E** | **I** |
|  | Be aware of their own strengths and areas for development and listen to and reflect (and act) upon as appropriate the feedback from others | **E** | **A/I** |

**Confidential References and Reports**

|  |  |
| --- | --- |
| Positive recommendation from all professional referees, including current employer | **E** |

**Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, **and be no more than 3 sides of A4 - Arial font, size 11.**