



PERSON SPECIFICATION – PRIMARY DEPUTY HEADTEACHER

| Category | Essential | Desirable |
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| 1. Faith Commitment | <ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion | <ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools |
| 2. Qualifications | <ul style="list-style-type: none"> • Qualified teacher status | <ul style="list-style-type: none"> • Postgraduate level qualification • NPQH award or Leadership Pathways certification • CCRS or equivalent |
| 3. Experience | <ul style="list-style-type: none"> • Successful experience of leading one or more subject areas • Substantial, successful teaching experience | <ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Experience as assistant headteacher • Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school • Experience teaching mixed age classes |



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| <p>4. Professional Development</p> | <ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning | <ul style="list-style-type: none"> Evidence of continuing professional development relating to Catholic ethos, mission and religious education Experience of working with other schools/organisations /agencies Experience of leading/co-ordinating professional development opportunities |
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| Category | Essential | Desirable |
| <p>4. Professional Development (Continued)</p> | | <ul style="list-style-type: none"> Ability to identify own learning needs and to support others in identifying their learning needs |
| <p>5. Strategic Leadership</p> | <ul style="list-style-type: none"> Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school Ability to inspire and motivate staff, pupils, parents and 'governors'¹ to achieve the aims of Catholic education Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils Understanding of and commitment to promoting and safeguarding the welfare of pupils' | <ul style="list-style-type: none"> Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or Academy Evidence of having successfully translated vision into reality at whole-school level |

¹ The general terms 'governing body' and 'governors' also includes, in the case of academies, the Board of directors and the representatives on local academy committees



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| 6. Teaching and Learning | <ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment | <ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</p> |
| | <ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | |
| 7. Leading and Managing Staff | <ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment | <ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities |
| 8. Accountability | <ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of | <ul style="list-style-type: none"> • Experience of presenting reports to 'governors' |



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| | <p>audiences – e.g. staff, pupils, parents, ‘governors’, parishioners and clergy</p> <ul style="list-style-type: none"> • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and ‘governors’ • Secure understanding of strategies for performance management | <ul style="list-style-type: none"> • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance |
| <p>9. Skills, Qualities & Abilities</p> | <ul style="list-style-type: none"> • • • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils’ learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure | |
| | <ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence | |
| <p>10. References</p> | <ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships | <ul style="list-style-type: none"> • Faith reference without reservation |

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| | <ul style="list-style-type: none">• Positive recommendation in professional references• Satisfactory health and attendance record | <ul style="list-style-type: none">• Professional reference without reservation |
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NOTE:

- 'Governors' are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- Governors may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.