**Person Specification**

**Deputy Headteacher**

# Person Specification/Selection Criteria for a Deputy Headteacher in

# Saint Peter & Paul’s Roman Catholic School

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 teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Salford. 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.

Saint Peter & Paul’s RC School 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*

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

**[A] Faith Commitment**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Leading school worship | E |  | A/I |
|  | Ways of developing religious education and worship | E |  | A/I |
|  | 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 |
|  | How relationships should be fostered and developed between the school, parish and its community and Diocese of Salford |  |  | A/I |

**[B] Qualifications**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Qualified teacher status | **E** |  | A/CC |
|  | Degree |  |  | A/CC |
| 9 | CCRS/CTC or commitment to obtaining the certificate | **E** |  | A/CC/I |

**[C] Professional Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence of appropriate professional development for the role of Deputy Headteacher | E |  | A |
|  | Evidence of recent leadership and management professional development |  |  | A |
|  | Has successfully undertaken appropriate Child Protection training |  |  | A |
|  | Has successfully undertaken Designated Senior Leader training |  |  | A/I/CC |
|  | Has completed the Catholic Leadership Programme  | E |  | A/I/CC |
|  | Has completed the Post Graduate Catholic Leadership Programme or has a commitment to doing so | E |  | A/I/CC |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 16 | To have substantial and current experience as a senior leader in a primary/secondary school |  |  | A/I/R |
|  | To have had active and effective leadership of a team / department/ key stage/ curriculum area | **E** |  | A/I/R |
|  | To be able to demonstrate successful/effective leadership in a school in a similar community / facing similar challenges |  | **D** | A/I |
|  | To have taken an active involvement in school self-evaluation and development planning |  |  | A/I/R |
|  | To have involvement in or understanding of financial management in a school |  | **D** | A/I/R |
|  | To have implemented and developed a whole school initiative |  |  | A/I/R |
|  | To have had responsibility for policy development and implementation |  |  | A/I/R |
|  | To have had experience of and ability to contribute to staff development across the primary/secondary range. (E.g. coaching, mentoring, INSET for staff) |  |  | A/I/R |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 24 | Experience of teaching in more than one 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/secondary phase |  **E** |  | A/I/R |
|  | To have a 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 action plan for impact |  **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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 30 | To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met. |  |  | I |
|  | 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. |  |  | I |
|  | To have excellent written and oral communication skills (which will be assessed at all stages of the process) |  |  | A/I |
|  | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice |  |  | A/I/R |
|  | Show a good commitment to sustained attendance at work | **E** |  | A/I/R |

**[G] Professional Skills**

(Based on the National Standards of Excellence for Headteachers 2015)

The Headteacher is expected to have a good knowledge of the National Standards of Excellence for Headteachers (2015) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

Qualities and Knowledge

Pupils and Staff

Systems and Processes

The Self-improving School System

***Candidates are therefore asked to structure their supporting statement under the Excellence Domain headings***

**Job Description**

**Deputy Headteacher**

# Deputy Headteacher Job Description Catholic Voluntary Aided Schools

# Saint Peter & Paul’s Roman Catholic School

**Introduction**

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 Catholic Church and the diocesan Trust Deed. 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 candidate who is 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 made by the governing Board of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the conditions of service for Deputy headteachers contained in the current School Teachers’ Pay and Conditions document as well as other current education and employment legislation and statutory guidance.

**The governing Board is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.**

**Job Title:** Deputy Headteacher

**Accountable To:** The Headteacher

**The Deputy Headteacher will:**

 Undertake the normal responsibilities of the class teacher

 Be a member of the senior management team

 Assist the Headteacher in managing the school

 Support and represent the Headteacher at meetings as and when required

 Undertake such duties as are delegated by the Headteacher

 Play a major role, under the overall direction of the Headteacher in formulating and reviewing the Mission Statement, Development Plan, overall aims and objectives of the school by helping establish the policies through which they shall be achieved, managing staff and resources to that end and monitoring progress towards their achievement;

If the Headteacher is absent from the school, the Deputy Headteacher must undertake such duties of the Headteacher as the Headteacher or the Governing Board shall require.

**Main Tasks:**

***The specific nature and balance of these responsibilities may vary from time to time and, particularly in a large school, be distributed amongst other holders of the post of Deputy or assistant Headteacher.***

**1. Class teacher responsibilities**

**1.1** To carry out the duties of a school teacher as set out in the current School Teachers’Pay and Conditions Document.

 **1.2 To carry out the duties of a general class teacher as detailed in the school’s class teacher job description, including the provision of cover for absent teachers.**

 **1.3 If required, 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 to be agreed upon appointment.

 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 Board’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. Curriculum Development**

3.1 To contribute to:

 The development, organisation and implementation of the school’s curriculum

 School policies on curriculum, teaching and learning styles, assessment, recording and reporting

 Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals, including these with special educational needs

 Ensuring that the Diocesan policy on Religious Education is fulfilled

 Ensuring arrangements for the daily act of collective worship and the spiritual life of the school

 Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive Catholic nature, purpose and aims of the school

 Providing high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church

 Ensuring that information on pupil progress is used to improve teaching and learning to in form and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school

 Ensuring that the individual pupil’s continuity of learning and effective progression of achievement are provided

 The promotion of extra-curricular activities in accordance with the educational aims and Catholic ethos of the school

**4. Pupil care**

4.1 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 and a proper regard for authority, the encouragement of good behavior and commitment to the common good

 The development among pupils of self-discipline

 The handling of individual disciplinary cases

**5. The management of staff**

 5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school

 5.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures

 5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school

5.4 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 provision of professional advice and support and the identification of training needs

 Students under training/work experience

 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or Boards.

 5.6 To maintain good relationships with individuals, groups and staff unions and associations.

**6. The management of resources**

6.1 To contribute to the formulation of the school’s policies and procedure concerning resource management in accordance with the school’s Mission Statement.

 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.

 6.3 To promote an attractive environment which stimulates learning, enhances the appearance of the school and expresses its Catholic identity.

 6.4 To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.

 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

 **7. Relationships**

 7.1 To advise and assist the governing Board as required in the exercising of its functions including attending meetings and making reports.

 7.2 To assist liaison and co-operation with Diocesan and Authority officers and support services.

 7.3 To help in maintaining and developing effective communications and with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children’s education.

7.4 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.

 7.5 To assist liaison with other professional Boards, agencies and services.

 7.6 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.

***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.***