ST OSCAR ROMERO CATHOLIC SCHOOL

APPOINTMENT OF DEPUTY HEADTEACHER
Person Specification

	Criteria	Essential	Desirable
Attainment and Experience			
a	Qualified Teacher Status	E	
b	Good honours degree	E	
c	National Professional Qualification for Headteachers (NPQH)		D
d	Appropriate professional development and updating related to school leadership, curriculum, and teaching and learning	E	
e	Appropriate experience of the phase and age range	E	
f	Evidence of continuing professional development relating to Catholic ethos, mission and religious education		D
g	Senior management experience in a Catholic school or is able to demonstrate sound understanding of the aims, organisation, leadership and governance of a Catholic school	E	
Faith Commitment			
h	Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and/or national levels	E	
i	Has a secure understanding of the distinctive nature of the Catholic school and Catholic education	E	
j	Has an understanding of the leadership role in the spiritual development of pupils and staff	E	
k	Understands the role of the governing body in a Catholic school in preserving and promoting the school's Catholic character	E	

l	Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion	E	
m	Evidence of participation in the faith life of the community	E	
n	Experience in leading acts of worship in a Catholic school		D
Domain One : Qualities and knowledge			
1.1	Hold and articulate a model vision for the school, clear values and moral purpose both within and beyond the school	E	D
1.2	Demonstrate optimistic personal behaviours, positive relationships and attitudes towards pupils, staff, governors and the local community	E	
1.3	Demonstrate from previous experience a capacity to communicate with support and challenge a wide range of people associated with the school		D
1.4	Lead change by example with integrity, create and innovate so that others carry the vision forward	E	
1.5	Plan and manage projects for implementing change		D
1.6	Understand and discuss local, national and global trends in education and school systems		D
1.7	Work with political and financial astuteness within a clear set of principles centred on the school's vision		D
1.8	Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	E	
1.9	Understand and practice educational inclusion so that all have the opportunity to be the best they can be	E	
1.10	Think creatively to anticipate and solve problems	E	
Domain Two : Pupils and Staff			
2.1	Demand and achieve ambitious standards for all pupils, set challenging goals and targets	E	
2.2	Promote a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E	

2.3	Secure excellent teaching through an analytical understanding of how pupils learn with appropriate models and principles of effective learning and assessment informed by research	E	
2.4	Secure excellent teaching through understanding how curriculum design leads to rich curriculum opportunities and pupils' wellbeing	E	
2.5	Create policies, through informed decision-making, consultation and review		D
2.6	Promote a culture of 'openness' as a basis for sharing good practice within and beyond the school informed by research and robust data analysis	E	
2.7	Promote an ethos where all staff are motivated and supported to develop their own skills, subject knowledge and continuing professional development (CPD)		D
2.8	Promote individual and team development and sustain a learning community that impacts on school improvement		D
2.9	Use succession planning to identify emerging talents, coach current and aspiring leaders to achieve excellence in standards		D
2.10	Manage and hold all staff to account for their professional conduct and practice	E	
2.11	Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning	E	
2.12	Ensure choice and flexibility in learning to meet the personalised learning needs of every child		D
Domain Three : Systems and Process			
3.1	Understand and abide by legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation including governance to ensure they are fit for purpose and uphold the principles of transparency, integrity and probity	E	
3.2	Abide by public services policy and accountability frameworks, including self-evaluation and multi-agency working to ensure they are fit for purpose and uphold the principles of transparency, integrity and probity		D
3.3	Understand legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation		D

3.4	Provide a safe, calm and well-ordered environment for all pupils and staff focused on safeguarding pupils in school and in developing exemplary behaviour in school and in wider society	E	
3.5	Establish a rigorous, transparent and fair process using a range of evidence, including performance data, to improve aspects of school life, manage the performance of staff including challenging and addressing poor performance and to support staff to improve	E	
3.6	Apply good practice in performance management	E	
3.7	Apply principles and practice of quality assurance systems, including school review, self-evaluation, performance management and stakeholder and community involvement		D
3.8	Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils	E	
3.9	Develop and support the governing body to be effective and offer strong governance		D
3.10	Work with the school and governing body to set school strategy and enable them to hold the teacher to account for pupil, staff and financial performance		D
3.11	Carry out strategic curriculum led financial planning and budgetary management to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievement and the school's sustainability		D
3.12	Apply principles and practice of distributive leadership and accountability throughout the organisation, enabling teams and individual colleagues to hold each other to account for their decisions and actions		D
3.13	Delegate management tasks and monitor their implementation		D
3.14	Accept support from others including colleagues, governors and the Local Authority	E	
Domain Four : the Self-Improving School System			
4.1	Create an outward facing school which works collaboratively with other schools and organisations to secure excellent achievements for all pupils and to promote best practice		D
4.2	Develop and sustain effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils		D

4.3	Use informed research to challenge educational orthodoxies within a self-regulating and self-improving school system		D
4.4	Manage the future quality of the teaching profession through offering high quality and sustained professional development for all staff		D
4.5	Model entrepreneurial and innovative approaches to school improvement, leadership and governance in line with internal and external accountability processes		D
4.6	Inspire, influence and utilise others within the school and the wider community beyond school to promote the value and importance of education	E	
4.7	Utilise rich and diverse resources within local communities, e.g. home, human, physical, business, other schools, other agencies		D
Domain Five : Safeguarding Children: Safer Recruitment and Selection			
5	In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.	E	