

**St Thomas of Canterbury Catholic Primary School**  
**Person Specification/Selection Criteria for the post of Temporary Deputy Headteacher**

**[A.1] Faith Commitment**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Practising Catholic	<b>E</b>		A/I/R
Involvement in parish community	<b>E</b>		R

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

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Leading worship	<b>E</b>		A/I
Ways of developing religious education and worship	<b>E</b>		
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.	<b>E</b>		A/I
How relationships should be fostered and developed between the school, parish, its community and the diocese.	<b>E</b>		A/I

**[B] Qualifications**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Qualified teacher status	<b>E</b>		<b>A</b>
Degree or equivalent	<b>E</b>		<b>A</b>
Have completed the Catholic Certificate in Religious Studies (CCRS) or the Catholic Teachers' Certificated (CTC) or has a commitment to do so.		<b>D</b>	<b>A</b>

### [C] Professional Development

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of deputy headteacher	E		A/I
Evidence of recent leadership and management professional development		D	A/I
Has successfully undertaken appropriate Child Protection training.	E		A/I
Has undertaken or is willing to undertake a programme of study specifically focused on Catholic leadership (for example the CLP or CMLP)		D	A/I

### [D] School leadership and management experience

	Essential	Desirable	Source
Evidence of substantial, recent and successful leadership experience in an appropriate/relevant setting.		D	A/I
Experience of working in a school in similar circumstances or serving a similar community		D	A/I
Evidence of an active involvement in school self-evaluation and development planning		D	A/I
Evidence of an involvement in or understanding of financial management in a school..		D	A/I
To have had responsibility for policy development and implementation		D	A/I
To have had experience of and ability to contribute to staff development by, for example, coaching, mentoring, or the delivery of training.		D	A/I

### [E] Experience and knowledge of teaching

	Essential	Desirable	Source
Experience of teaching in more than one school		D	A/I
Experience of teaching in a school in similar circumstances or serving a similar community.		D	A/I
Significant teaching experience within the relevant phase(s)	E		A/I
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	E		A/I
To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I

## [F] Professional Attributes

	Essential	Desirable	Source
To be able to demonstrate an understanding of the particular needs of pupils at this school and how these could be met	E		A/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	E		A/I
Excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	E		A/I

## [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
- Fulfill wider professional responsibilities.

## [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

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

The application should be in the form of a supporting statement, be clear, concise and related to the post and person specification.

Revised July 2020