



St Ursula's Convent School A Humanities College and Teaching School

Person Specification for Deputy Headteacher

The School is part of the Catholic Church and is to be conducted in accordance with Canon Law, and the teaching of the Roman Catholic Church. 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 practicing 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.

*Note: Candidates must address criteria assessed by application [A] in their letter
Candidates failing to meet any of the essential criteria will automatically be excluded*

E = Essential D = Desirable	A = Application form I = Interview R = Reference
--------------------------------	--

[A] Faith Commitment

	E/D	A/I/R
<ul style="list-style-type: none"> Practicing Catholic 	E	A/R

[B] Qualifications, Experience and Professional Development

	E/D	A/I/R
<ul style="list-style-type: none"> Qualified Teacher Status 	E	A
<ul style="list-style-type: none"> Degree 	E	A
<ul style="list-style-type: none"> CCRS/Catholic Leadership Programme or commitment to obtaining the certificate 	D	A
Other qualifications:		
Professional Development: <ul style="list-style-type: none"> Professional Development in preparation for Headship/Deputy Headship 	E	A/I
<ul style="list-style-type: none"> Has successfully undertaken NCSL-approved 'safer recruitment' training 	D	
Other training:		
<ul style="list-style-type: none"> Experience as a Middle Leader, Assistant Head or Deputy Headteacher 	E	A/I
Teaching Experience <ul style="list-style-type: none"> Evidence of good/outstanding classroom practice 	E	A/I/R
<ul style="list-style-type: none"> Relevant, recent experience of teaching in a Catholic School 	D	A/I/R

[C] Professional Knowledge and Understanding

Applicants should address the following six areas in order to demonstrate their knowledge and understanding of the National Standards for Headteachers in the context of a Catholic college.

1. Shaping the Future	E	I/R
In particular <ul style="list-style-type: none">• Strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision that stems from the educational mission of the Catholic Church• Developing and sustaining a learning culture including high expectations and standards of achievement for all• Leading innovation, creativity and change• Current educational trends and issues		

2. Leading Learning and Teaching	E	A/I/R
In particular <ul style="list-style-type: none">• The principles and practice of effective learning and teaching• Strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance• Curriculum design and management that help to provide the choice and flexibility to meet the personal learning needs of every pupil• Monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being• The principles and practice of high quality personal, spiritual, moral, social and cultural education in line with the distinctive Catholic nature and aims of the school• Providing high quality Religious Education for all pupils in accordance with the teachings and doctrines of the Church• The principles and practice of high quality personal, social and health education in accordance with the teachings and doctrines of the Church• Strategies for promoting, delivering, monitoring and evaluating the daily act of Collective Worship and the spiritual life of the school		

3. Developing Self and Working with Others	E	I/R
In particular <ul style="list-style-type: none">• The significance of interpersonal relationships and strategies for promoting individual and team development• Promoting an open, fair and equitable culture consistent with the school's Catholic ethos		

<ul style="list-style-type: none"> • The relationships between self-evaluation, performance management and continuing professional development • The impact of change and different leadership styles on individuals and organisations • The importance of partnership working and accepting appropriate support from others, including colleagues, governors, diocese and the local authority • The role of collaboration and networking within and beyond the school 		
--	--	--

4. Managing the organisation	E	A/I/R
<p>In particular</p> <ul style="list-style-type: none"> • Principles, strategies and practice of school improvement and self-evaluation in fulfilling the mission statement • Distribution and delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation • Establishing and sustaining effective organisational structures, systems, policy and practice to reflect the school's Catholic values • Strategic financial planning, budgetary management and principles of best value, including evaluating the use of resources in relation to their contribution to pupil achievement • Managing the school efficiently and effectively on a day-to-day basis • Using informed judgements to make professional, leadership, managerial and organisational decisions • Knowledge of and commitment to the implementation of the safeguarding agenda 		

5. Securing Accountability	E	A/I/R
<p>In particular</p> <ul style="list-style-type: none"> • Commitments arising from contractual accountability to the Governing Body for the school as a Catholic school • Principles and practice of quality assurance systems, including school review, self-evaluation and performance management • Analysing and using the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance • Stakeholder and community, including pupils and parents, parish and diocese, engagement in, and accountability for, school self-evaluation and the success and celebration of the its performance • Individual, team and whole school accountability for pupil learning outcomes 		

6. Strengthening Community	E	I/R
<p>In particular</p> <ul style="list-style-type: none"> • Embracing the richness and diversity of the school's communities, and the human and physical resources within them • Engaging in dialogue that builds partnerships and community consensus on Gospel values, the teachings of Jesus Christ and the Catholic Church and shared responsibilities to help serve the common good • Listening to, and reflecting and acting on, community feedback • Strategies that encourage parents and carers as the prime educators to support their children's learning • Building and sustaining effective relationships with parents, carers, other schools and partners, parishes and the broader community that enhance the education of all pupils and enrich the school as a faith community 		

[D] Personal Skills and Attributes

The ability to...

Respect the dignity of each person valued and loved by God	E	A/I/R
Inspire, challenge, motivate and empower teams and individuals to achieve	E	A/I/R
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
Build and maintain quality relationships through interpersonal skills and effective communication, as required in leading a school community as deputy headteacher	E	A/I/R
Demonstrate personal and professional integrity, including modelling values and vision	E	I/R
Manage and resolve conflict	E	I/R
Prioritise, plan and organise self and others in addressing strategic direction of school	E	A/I/R
Think analytically and creatively and demonstrate initiative in solving problems as required in leading a school community as deputy headteacher	E	A/I/R
Be aware of their own strengths and areas for development. Listen to, and reflect upon feedback and act appropriately	E	I/R
Empathise	E	I/R
Demonstrate a capacity for sustained hard work	E	I/R
Demonstrate resilience and optimism	E	A/I/R
Demonstrate impact and presence	E	A/I/R
Show commitment to sustain excellent attendance at work	E	I

[E] Application Form and Supporting Statement

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post.

[F] Confidential References and Reports

Up to three referees should be nominated.

Only written references and reports should be provided and these should include a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above. They should also provide:

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
A positive recommendation from current employer (for deputy headship this should be Chair of governors or headteacher)	E
A supportive reference from LA (where provided)	E

If written references are not received for the successful candidate no appointment will be made until satisfactory references are received.