

PERSON SPECIFICATION – PRIMARY ASSISTANT HEADTEACHER

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A person committed to the Catholic mission, vision and values of the school • 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"> • A practising Catholic • 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 • NPQ 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 a middle leader • Teaching experience across the Key Stages • Curriculum leadership in one or more core subjects
4. Professional Development	<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

Category	Essential	Desirable
4. Professional Development (Continued)		Ability to identify own learning needs and to support others in identifying their learning needs
5. Strategic Leadership	<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

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"> • Understanding of successful teaching and learning in across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice
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Category	Essential	Desirable
6. Teaching and Learning (Continued)	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 a team and motivating others • Ability to delegate work and support colleagues in undertaking responsibilities 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment

8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, ‘governors’, parishioners and clergy • Experience of leading a whole school change • Ability to provide clear information and advice to staff 	<ul style="list-style-type: none"> • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<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, enthusiastic and professional when working under pressure 	

Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<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 	

10. References	<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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