



DEPUTY HEADTEACHER PERSON SPECIFICATION

Diocese of Leeds

Person Specification for the post of Deputy Headteacher

St Patrick's Catholic Primary School, Diocese of Leeds

Introduction

This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for Deputy Headteachers of Catholic schools in ensuring that they meet the same expectations of deputy headteachers of all schools while serving the mission of the Church in education.

The core purpose of the Deputy Headteacher of any school is to work with the Headteacher to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic faith. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

The Governing Body and the Diocese acknowledge the importance of the role of the Catholic Deputy Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

JOB SPECIFICATION – DEPUTY HEADTEACHER

Please note source of evidence of fulfilled criteria:

Application Form - A Letter – L References – R Interview - I

1. QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Is a practising and Committed Catholic (see below)	E	AF/I/Ref
Qualified Teaching Status	E	Cert
Good Honours Degree	D	Cert
Experience as an effective leader of core NC at middle or senior leadership level in a school with demonstrable evidence of raising standards	E	AF/I
Evidence of continuing professional development relating to Catholic ethos, mission and religious education e.g. CCRS (Catholic Certificate in Religious Studies)	D	AF/Cert
Lead by example and be a positive role model with excellent communication skills	E	AF/I/Ref
Have Personal impact and presence	E	I
Participation in a Parish Community	E	I/Ref
Has an understanding of the leadership role in the spiritual development of students and staff in the school.	E	AF/I/Ref
Understanding of current educational provision and the wider school systems	E	AF/I

2. PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupil's	E	AF/I/Ref
Excellent understanding of high quality teaching and learning	E	AF/I/Ref
Promote the development of the whole child	E	AF/I/Ref
Use data analysis to effectively drive whole school improvement	E	AF/I/Ref
Encourage all staff to develop their unique potential	E	AF/I/Ref

3. SYSTEMS AND PROCESS	Essential or Desirable	Evidence
Ensure the safety of all staff and pupils at all times	E	AF/I/Ref
Promote excellent behaviour and positive attitudes to school life	E	AF/I
Systems for performance management to hold staff to account	E	AF/I
Ability to challenge under –performance	E	AF/I
Promote distributed leadership throughout the organisation	E	AF/I

4. SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	AF/I/Ref
Effective partnerships with a range of professionals	E	AF/I
Use well evidenced research to achieve excellence	D	AF/I
Provide high quality opportunities for staff development	E	AF/I/Ref
Confident, entrepreneurial, and innovative approach to school improvement	D	AF/I
Source of inspiration and encouragement for all in the school community.	D	AF/I

5. CHILD PROTECTION	Essential or Desirable	Evidence
Ensure that the child protection policies and procedures adopted by the school are fully implemented and followed by all staff	E	AF/I
Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	E	AF/I

6. SECURING ACCOUNTABILITY	Essential or Desirable	Evidence
Develop a Catholic school ethos	E	AF/I/Ref
Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	E	AF/I
Work with the Governing Body to enable it to meet its responsibilities	D	AF/I
Develop an accurate and understandable account of the school's performance for a range of audiences	E	AF/I
Personally contribute to school achievements taking account of feedback from others	E	AF/I

7. STRENGTHENING THE COMMUNITY	Essential or Desirable	Evidence
Build a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	E	AF/I/Ref
Create and promote strategies for challenging racial and other prejudices	E/D	AF/I
Ensure learning experiences for pupils are linked into and integrated with the wider community	D	AF/I
Ensure a range of community based learning experiences	D	AF/I
Collaborate with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families	D	AF/I
Create and maintain an effective partnership with parents and carers	E	AF/I
Invite local community into school to enhance and enrich the school	D	AF/I
Share effective practice working in partnership with other schools	E	AF/I

8. APPLICATION FORM AND LETTER	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	L

9. CONFIDENTIAL REFERENCES AND REPORTS	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

What is the objective definition of a ‘practising Catholic’ for appointments to key posts in Catholic Schools?

To objectively define what a ‘practising Catholic’ is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute ‘practice’ of the faith in the teaching of the Catholic Church. The Church’s general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church’s mission to make Christ known to all peoples, by upholding privately and publicly the Church’s moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the ‘practice’ of the Catholic faith in its widest and all encompassing sense. At the heart of these general obligations though, there are essential components for “*full communion*” with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and ‘practising Catholic’.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see ‘Christ at The Centre : Why the Church provides Catholic Schools’ by Mgr Marcus Stock 2012