**Person Specification for Headteacher**

|  |  |  |
| --- | --- | --- |
|  | **QUALIFICATIONS** | **EVIDENCE** |
| **ESSENTIAL REQUIREMENTS** | * Practising Catholic * First degree/teaching certificate and QTS * Recent professional development relevant to senior management * Have had or are undertaking further study relevant to headship (e.g. Diploma or Higher Degree) * Hold the Catholic Certificate in Religious Studies or equivalent, be engaged in a course of study to achieve it or be willing to undertake it | * Reference from their Parish Priest * Relevant certificates * References from headteachers and other education professionals |
| **CATHOLIC PURPOSE AND IDENTITY OF THE SCHOOL** | * Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school | **EXPERIENCE**   * Background in Catholic education * Understanding of the Catholic curriculum * Curriculum development responsibility in a core subject * Successful and relevant experience of teaching * Senior or whole-school management at Headteacher or Deputy Headteacher level * Successful leadership of a team * Working in 2 or more schools * Experience of working with children who present challenging behaviour * Be aware of the requirements of the RE Curriculum Directory * Has experience in leading Acts of Worship |
| **DESIRABLE** | * NPQH |  |

|  |  |  |
| --- | --- | --- |
| **KEY AREAS OF HEADSHIP** | **EDUCATIONAL EXCELLENCE** | **PROFESSIONAL QUALITIES** |
| Delivering continuous improvement | * Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards * Can identify the priorities which will effect changes in order to bring about improvement | * Has set and managed targets for others * Has experience in managing change within a school * Has worked with a governing body and other agencies to bring about change * Experience of working with children who present challenging behaviour |
| Modelling Excellence in Teaching | * Can both propound and analyse excellent teaching * Can recognise where performance is poor and has the confidence and proven ability to insist on and to encourage higher standards | * Has had successful outcomes from OFSTED inspections * Has used performance management to enable other members of staff and brought about improvement across all abilities |
| Learning Focus | * Can demonstrate a passion for learning in pupils and other members of the school community * Can demonstrate the importance of equal access in achieving excellence for all | * Successful and relevant experience of outstanding teaching * Experience of Curriculum development to enable all children of all abilities to be able to access the curriculum. |
| Partnership and collaboration | * Can demonstrate that they are able to work with other agencies to bring about change | * Has evidence of effective team working * Has successful experience of working with children of all abilities and has evidence of working effectively with other agencies to bring about change |
| Organisation and community understanding | * Can demonstrate that they understand the power of relationships within the organisation and the wider community | * Has successful experience of working with governing bodies and the Local Authority and other agencies in an effective way to bring about improvement * Knows who the key players are in these organisations |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KEY AREAS OF HEADSHIP** | **STRATEGIC LEADERSHIP** | | | **PROFESSIONAL QUALITIES** | |
| Self-awareness and self-management | * Explains clearly their personal strengths and areas for improvement | | | * Has experience of performance management procedures * Is able to seek out appropriate personal development courses | |
| Personal drive and accountability | * Can explain the need for continuous improvement in the organisation and is prepared to set and achieve the highest standards * Understands the needs to regularly account for their performance to governors and other stakeholders | | | * Has experience of managing and implementing a school improvement plan * Regularly presents accurate and detailed reports to governors’ meetings | |
| Resilience and emotional maturity | * Can explain convincingly how they react when faced with continual challenges * Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity | | | * Has experience of managing change and successfully participating in meetings with school leaders and other stakeholders in order to achieve such change * Is able to understand and use education initiatives to further the success of the school | |
| Conceptual thinking | * Can show a wider understanding of educational issues based on their experience * Can use innovative ways to solve complex issues and explain their solutions simply to others | | | * Has attended management and other school-related courses * Keeps up to date with the latest educational thinking | |
| Future focus | * Is able to look ahead and recognise the opportunities for change * Can put the arguments in favour of change with confidence and negotiate with others to bring change about | | | * Has worked with others to develop strategies to use the opportunities created by change | |
| Impact and influence | * Can demonstrate that they understand other points of views and can persuade others to their perspective by articulating a compelling vision | | | * Has detailed a clarity of vision and communicated this well in their letter of application | |
| **KEY AREAS OF HEADSHIP** | | **OPERATIONAL MANAGEMENT** | **PROFESSIONAL QUALITIES** | |
| Efficient and effective | | * Understands how the school’s human, financial and environmental resources can be used to achieve the school’s goals and secure value for money * Can explain clearly how modern developments in computing and presentation can help the school to achieve its goals * Understand the need to take responsibility for the performance of the school | * Has experience of managing or contributing to a school improvement plan * Has experience of school management and financial software | |
| Analytical thinking | | * Understands how data collection can, through systematic analysis, influence outcomes * Can explain how complex issues can be analysed and linked with other sources of information to achieve desired outcomes | * Has had experience of ‘RAISE online’ or other data-led resources for improving pupil performance | |
| Relationship management | | * Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school’s goals | * Has experience of successfully managing a team and can demonstrate how change was effected | |
| Holding others to account | | * Can explain the importance of clearly communicated expectations * Understands the importance of making interventions even they have to make unpopular decisions in order to achieve the agreed goals | * Experience of performance management and knowledge of current Government legislation in this area | |
| Developing others | | * Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all | * Has experience of CPD management and can demonstrate their own professional development | |