**Person Specification for Headteacher**

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|  | **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
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| **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
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| **DESIRABLE** | * NPQH
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| **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
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| 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
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| 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.
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| 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
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| 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
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| **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
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| 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
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| 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
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| 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
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| 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
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| 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
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| **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
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| 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
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| 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
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| 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
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| 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
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