



DIOCESE of  
SHREWSBURY

Person Specification/Selection Criteria for

Deputy Headteacher in St Joseph's Catholic  
School

***The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. 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 practising 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.***

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***

***The applicant will be required to safeguard and promote the welfare of children and young people.***

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

**Note: Candidates failing to meet any of the essential criteria will automatically be excluded**

#### **[A] Faith Commitment**

|    |                                 | Essenti<br>al | Desirabl<br>e | Source |
|----|---------------------------------|---------------|---------------|--------|
| 1. | Practising Catholic             | E             |               | A/I/R  |
| 2. | Involvement in parish community |               | D             | A/I/R  |

**To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.**

|    |                                                                                                                                                                  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------|
| 3. | Leading school worship                                                                                                                                           | <b>E</b>         |                  | A/I           |
| 4. | Ways of developing religious education and worship                                                                                                               | <b>E</b>         |                  | A/I           |
| 5. | A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school. | <b>E</b>         |                  | A/I           |
| 6. | How relationships should be fostered and developed between the school, parish and its community and Diocese of Shrewsbury                                        | <b>E</b>         |                  | A/I           |

#### **[B] Qualifications**

|     |                                                               | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|-----|---------------------------------------------------------------|------------------|------------------|---------------|
| 7.  | Qualified teacher status                                      | <b>E</b>         |                  | A/CC          |
| 8.  | Degree                                                        | <b>E</b>         |                  | A/CC          |
| 9.  | CCRS/CTC or commitment to obtaining the certificate           |                  | <b>D</b>         | A/CC/I        |
| 10. | NASENCO/NPQSENCO or commitment to obtaining the qualification |                  | <b>D</b>         | A/CC/I        |

#### **[C] Professional Development**

|     |                                                                                     | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|-----|-------------------------------------------------------------------------------------|------------------|------------------|---------------|
| 11. | Evidence of appropriate professional development for the role of Deputy Headteacher | <b>E</b>         |                  | A             |
| 12. | Evidence of recent leadership and management professional development               | <b>E</b>         |                  | A             |

|     |                                                                                                                               |   |          |        |
|-----|-------------------------------------------------------------------------------------------------------------------------------|---|----------|--------|
| 13. | Has successfully undertaken appropriate safeguarding training and knowledge of legislation for the protection of young people |   | <b>D</b> | A      |
| 14. | Has successfully undertaken Designated Safeguarding Lead Training                                                             |   | <b>D</b> | A/I/CC |
| 15. | Has completed the Catholic Senior Leadership Programme or has a commitment to doing so                                        | E |          | A/I/CC |
| 16. | Has completed the Catholic Middle Leadership Programme or has a commitment to doing so                                        | E |          | A/I/CC |

#### **[D] School leadership and management experience**

|     |                                                                                                                                                          | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------|
| 17. | To have substantial and current experience as a senior leader in a primary/secondary school                                                              | <b>E</b>         |                  | A/I/R         |
| 18. | To have had active and effective leadership of a team / department/ key stage/ curriculum area                                                           | <b>E</b>         |                  | A/I/R         |
| 19. | To have taken an active involvement in school self-evaluation and development of a relevant and effective curriculum                                     | <b>E</b>         |                  | A/I/R         |
| 20. | To have involvement in or understanding of financial management in a school                                                                              |                  | <b>D</b>         | A/I/R         |
| 21. | To have implemented and developed a whole school initiative                                                                                              | <b>E</b>         |                  | A/I/R         |
| 22. | To have had responsibility for policy development and implementation                                                                                     |                  | <b>D</b>         | A/I/R         |
| 23. | To have had experience of and ability to contribute to staff development across the primary/secondary range. (E.g. coaching, mentoring, INSET for staff) | <b>E</b>         |                  | A/I/R         |
| 24. | Work positively with parents and carers                                                                                                                  | <b>E</b>         |                  | A/I/R         |
| 25. | To demonstrate an awareness of current national educational policy                                                                                       | <b>E</b>         |                  | A/I/R         |

#### **[E] Experience and knowledge of teaching**

|    |                                                                                                                | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|----|----------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------|
| 26 | Experience of teaching in more than one school                                                                 |                  | <b>D</b>         | A/I/R         |
| 27 | Experience of teaching in a school in similar circumstances/ serving a similar community                       |                  | <b>D</b>         | A/I           |
| 28 | Significant teaching experience and proven excellence in teaching pupils within the primary/secondary phase    | <b>E</b>         |                  | A/I/R         |
| 29 | To have a knowledge and understanding of all Key Stages in the primary phase/ the secondary phase              | <b>E</b>         |                  | A/I/R         |
| 30 | Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement | <b>E</b>         |                  | A/I/R         |
| 31 | To be able to exemplify how the needs of all pupils have been met through high quality teaching                | <b>E</b>         |                  | A/I/R         |

#### **[F] Professional Attributes**

|     |                                                                                                                                                                               | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|---------------|
| 32. | To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met.                                      | <b>E</b>         |                  | I             |
| 33. | To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies. | <b>E</b>         |                  | I             |
| 34. | To have excellent written and oral communication skills (which will be assessed at all stages of the process)                                                                 | <b>E</b>         |                  | A/I           |
| 35. | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice                                                                            | <b>E</b>         |                  | A/I/R         |
| 36. | Show a good commitment to sustained attendance at work                                                                                                                        | <b>E</b>         |                  | A/I/R         |

## **[G] Professional Skills**

Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions Document. The deputy Headteacher must be exemplary and be able to:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fulfil wider professional responsibilities

## **[H] Personal Qualities**

**All of the following are considered essential for the post and will be assessed through interview and reference:**

- Continue to promote the school's strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Inspire trust in the school community
- Communicate clearly and effectively both orally and in written English
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour

## **[I] Confidential References and Reports**

|                                                                                                              |          |
|--------------------------------------------------------------------------------------------------------------|----------|
| A positive and supportive faith reference from a priest where the applicant regularly worships.              | <b>E</b> |
| Positive recommendation from all referees, including current employer.                                       | <b>E</b> |
| A supportive reference from the Local Authority, if possible, or a further supportive professional reference | <b>E</b> |

The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

The governors reserve the right to withdraw the offer of an interview should a positive and supportive faith reference not be received.

## **[J] Important advice regarding faith references**

You have applied for a position in one of our Catholic schools which is reserved for a practising Catholic. This means that the person specification will state that is essential that you meet this criterion, and you must be able to evidence this with a positive faith reference from the priest(s) of the parish(es) where you attend the Sunday Eucharist and receive the sacraments. It is also vital that this reference is **current** and that the priest's knowledge of your practice is not historical. Priests will be asked to confirm a minimum of **12 months continuous practice**. A period of 12 months practice will also be required for those recently received into the Church.

It is vital that the priest can verify your attendance at Sunday Mass and is not simply the priest linked to the school that you currently work in.

We are seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Mass and receives the sacraments regularly as well as living in accordance with the teachings of the Church.

At a time when priests are increasingly assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references **prior to making an application**.

1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee. (Do not simply email or leave a message on the parish answer phone)
2. Provide him with an outline of
  - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
  - your present post – school, areas of responsibility
  - the post to which you are applying – name of school, post, etc
3. If you worship in more than one parish, then in order to satisfy weekly attendance of Mass you may need to specify more than one referee.

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible

#### **[K] Application Form and Supporting Statement**

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

***The CESEW Leadership Application Form must be fully completed. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.***