



Person Specification/Selection Criteria for Deputy Headteacher in Lytham CE Primary School - a Voluntary Aided School.

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

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

[A] Faith Commitment

		Essential	Desirable	Source
1.	To work with the Headteacher in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its Mission Statement.	E		

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

		Essential	Desirable	Source
2.	Leading school worship	E		
3.	Ways of developing religious education and worship	E		
4.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	E		
5.	How relationships should be fostered and developed between the school, local Church and its community and Diocese of Blackburn	E		
6.	Ways of leading the spiritual development of all the school community	E		

[B] Qualifications

		Essential	Desirable	Source
7.	Qualified teacher status	E		
8.	Degree	E		

[C] Professional Development

		Essential	Desirable	Source
9.	Evidence of appropriate professional development for the role of deputy headteacher	E		
10.	Evidence of recent leadership and management professional development	E		
11.	Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training	E		

[D] School leadership and management experience

		Essential	Desirable	Source
12.	Substantial and current experience as a senior leader in a primary school	E		
13.	Be able to demonstrate effective leadership and impact of this in a Primary School	E		
14.	To have taken an active involvement in school self evaluation and development planning	E		
15.	To have implemented and developed a whole school initiative		D	
16.	To have had responsibility for policy development and implementation		D	
17.	To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff).		D	

[E] Experience and knowledge of teaching

		Essential	Desirable	Source
18.	Experience of teaching in more than one school		D	
19.	Significant teaching experience within the primary phase	E		
20.	To have a knowledge and understanding of all 3 Key Stages in the primary phase		D	
21.	To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		
22.	To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching.	E		

[F] Professional Attributes

		Essential	Desirable	Source
23.	Demonstrate an understanding, awareness and empathy for the needs of the pupils at Lytham CE Primary School and how these could be met.	E		
24.	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.	E		
25.	Excellent written and oral communication skills (which will be assessed at all stages of the process).	E		
26.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E		
27.	Show a good commitment to sustained attendance at work	E		

[G] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

A deputy headteacher is expected to be working within and towards the National Standards of Headship

The appointing panel should select maybe 2 or 3 standards from some or all of the domains. Ensuring that there is no duplication with other selection criteria. It is also possible to delete some parts of the standards/phrases/words to draw attention to the key aspects for your school.

Qualities and Knowledge		Essential	Desirable	Source
28.	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E		
29.	Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	E		

Pupils and Staff		Essential	Desirable	Source
30.	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	E		
31.	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Church of England/Methodist foundation.	E		
32.	Create an ethos based on Christian values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	E		
33.	Hold all staff to account for their professional conduct and practice	E		

Systems and Process		Essential	Desirable	Source
34.	Within the school's Christian ethos, provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	E		
35.	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	E		
36.	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	E		

The Self-improving school system		Essential	Desirable	Source
37.	Create an outward-facing schools which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.	E		
38.	Develop effective relationships with fellow professionals, parents/carers, the Church community and colleagues in other public services to improve academic and social outcomes for all pupils.	E		
39.	Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young	E		

	people's lives and to promote the value of education, especially within a Christian context.			
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[H] Personal Qualities

		Essential	Desirable	Source
40.	Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E		
41.	Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E		
42.	Build and maintain quality relationships through interpersonal skills and effective communication	E		
43.	Prioritise, plan and organise themselves and others	E		
44.	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E		

[I] Confidential References.

45.	Positive and supportive faith reference from the priest/minister where the applicant regularly worships. Candidates who do not use their Parish priest/minister must give an explanation in the letter of application			E
46.	Positive recommendation from all referees, including current employer			E

[J] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.