

**Langho St Leonard's CE Primary School
Person Specification/Selection Criteria for
Deputy Headteacher in 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.

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Faith Commitment

		Essential	Desirable	Source
1.	Full and active member of a church in membership of Churches Together in England. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school).	E		AIR

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		AI
3.	Ways of developing religious education and worship		D	AI
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		AI

[B] Qualifications

		Essential	Desirable	Source
5.	Qualified teacher status	E		A
6.	Degree	E		A

[C] Professional Development

		Essential	Desirable	Source
7.	Evidence of recent leadership and management professional development	E		AI
8.	Up to date safeguarding training and knowledge of legislation for the protection of young people	E		AI

[D] School leadership and management experience

		Essential	Desirable	Source
9.	Substantial and current experience as a senior leader in a primary school	E		AIR
10.	Active and effective leadership of a team / key stage/ curriculum area/ department	E		AIR
11.	To have taken an active involvement in school self evaluation and development planning	E		AIR
12.	To have implemented and developed a whole school initiative	E		AIR
13.	To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff).	E		AIR

[E] Experience and knowledge of teaching

		Essential	Desirable	Source
14.	Experience of teaching in more than one school	E		AIR
15.	Significant teaching experience within the primary phase	E		AIR
16.	To have a knowledge and understanding of all 3 Key Stages in the primary phase	E		AIR
17.	To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		AIR
18.	To be able to exemplify how the needs of all groups of pupils have been met through high quality teaching.	E		AIR

[F] Professional Attributes

		Essential	Desirable	Source
19.	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		AI
20.	An ability to communicate effectively, both orally and in writing, with a range of audiences	E		AIR
21.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E		AIR
22.	Show a good commitment to sustained attendance at work	E		R

[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
23. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community.	E		AIR

24.	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E		AIR
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Pupils and Staff		Essential	Desirable	Source
25.	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		AIR
26.	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		AIR

Systems and Process		Essential	Desirable	Source
27.	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		AIR
28.	Welcome strong governance and actively support the governing body to understand its role and deliver its functions .	E		AIR

The Self-improving school system		Essential	Desirable	Source
29.	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		AIR
30.	Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education, especially within a Christian context.	E		AIR

[H] Personal Qualities

		Essential	Desirable	Source
31.	Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E		AIR
32.	Build and maintain quality relationships through interpersonal skills and effective communication	E		AIR
33.	Think analytically and creatively and demonstrate initiative in solving problems	E		AIR
34.	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		AIR

[I] Confidential References.

35.	Positive and supportive faith reference from the priest/minister where the applicant regularly worships.			E
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	Candidates who do not use their Parish priest/minister must give an explanation in the letter of application	
36.	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. It Should be no longer than 3 sides of A4, font size 11.