



Compassion

Respect

Truth

Service

Forgiveness

# Blessed George Napier Catholic School Person Specification

## Assistant Headteacher – Curriculum and Assessment

	Essential	Desirable
<b>Faith Commitment</b>	The ability to support the distinctive nature of the Catholic School	Evidence of participation in the faith life of the community, with a secure understanding of the distinctive nature of a Catholic school
	A commitment to uphold our Gospel Values	Experience in leading acts of worship in Catholic schools
		Understanding of the school's role in the parish and wider community
		Commitment to your own spiritual formation and that of pupils
<b>Qualifications</b>	Qualified Teacher Status	Catholic Certificate of Religious Studies or equivalent
	Post-graduate level qualification	Further professional qualification eg NPQ or equivalent
<b>Experience</b>	Successful experience as a Middle Leader in a secondary school setting (either within a subject, department or pastoral role)	Previous experience of managing a curriculum area
	Substantial, successful teaching experience across all Key Stages	Experience of curriculum leadership in one or more core subjects
		Experience of teaching in more than one school
	Experience of using student data analysis in order to plan interventions and raise standards	
		Experience of curriculum planning and organisation
<b>Professional Development</b>	Evidence of continuing professional development relating to school leadership and management, and curriculum development	Evidence of continuing professional development relating to Catholic ethos, mission and religious education





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	<b>Essential</b>	<b>Desirable</b>
	Ability to identify own learning needs, and to support others in identifying their learning needs	Experience of leading/co-ordinating professional development opportunities and whole staff training
<b>Strategic Leadership</b>	Ability to articulate and share a vision of outstanding secondary education	Knowledge of the role of the governing body in a Catholic school
	Knowledge of successful strategies for planning, implementing, monitoring and evaluating school improvement	Evidence of leading successful strategies for planning, implementing, monitoring and evaluating school improvement
	Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these	Knowledge of the statutory framework for education and other relevant legislation
	Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils	Evidence of having successfully translated vision into reality at whole school level
<b>Teaching and Learning</b>	Successful teaching experience within the secondary phase	Recent experience in a Catholic school
	An up-to-date understanding of pedagogy	
	Knowledge and experience of a range of successful Teaching and Learning strategies to meet the needs of all pupils	
	Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	Understanding of, and successful experience in, creating an effective learning environment and in developing and implementing successful policy and practice relating to behaviour management
	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	Experience of effective monitoring and evaluation of Teaching and Learning
<b>Leadership Skills, Qualities and Abilities</b>	Experience of working in, and leading, curriculum teams	Successful involvement in staff recruitment, appointment and induction





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	<b>Essential</b>	<b>Desirable</b>
	Understanding of effective budget planning and resource deployment	Understanding of how financial and resource management enable a school to achieve its educational priorities
	Ability to delegate work and support colleagues in undertaking responsibilities	Experience of working with governors to enable them to fulfil whole school responsibilities
		Experience of carrying out appraisals and supporting the continuing professional development of colleagues including strategies for Performance Management
	High expectations of pupils' learning and attainment, and a strong commitment to school improvement and raising achievement for all	
	Excellent ability to advise and support other teachers, providing a role model for pupils and colleagues through personal and professional conduct	
	Excellent behaviour management and the ability to manage challenging situations	Adept at supporting other staff with behaviour management
	Resilience and the ability to remain positive and calm when working under pressure	
	Effective with prioritising tasks, making decisions and managing time effectively	
	Excellent communication skills orally and in writing, to a range of audiences (eg staff, students, parents and governors)	
<b>Accountability</b>	Experience of subject self-evaluation and improvement strategies	
	Ability to provide clear information and advice to staff	Ability to provide clear information and advice to governors, including reports for governors
<b>Safeguarding and Child Protection</b>	Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	Up-to-date school Safeguarding training and Prevent Duty training



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	Essential	Desirable
	Commitment to the protection and safeguarding of children and young people	Further safeguarding training and experience of working in a DSL/Deputy DSL role
	Commitment to uphold and promote fundamental British values	
<b>Essential Employment Checks (if offer of employment is made)</b>	Positive recommendation in at least two professional references	
	Enhanced DBS clearance (and overseas police check, if appropriate)	
	DfE Teacher Registration, Sanctions, Section 128 and Child Barred List checks	
	Asylum and Immigration checks – documentary evidence of entitlement to live and work in the United Kingdom	
	Successful completion of online Medical Assessment	

