

**Our Lady's Catholic Primary School**

**PERSON SPECIFICATION –Inclusion Leader: SEND and Pastoral**

<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>1. FAITH COMMITMENT</b>	
<ul style="list-style-type: none"> <li>• Secure understanding of the distinctive nature of the Catholic school and Catholic education</li> <li>• Understanding of leadership role in spiritual development of pupils and staff</li> <li>• Understanding of the school's role in the parish and wider community and in promoting community cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of participation in faith life of the community</li> <li>• Experience in leading acts of worship in Catholic schools</li> <li>• A practising and committed Catholic</li> </ul>
<b>2. QUALIFICATIONS AND TRAINING</b>	
<ul style="list-style-type: none"> <li>• An honours degree</li> <li>• Qualified Teacher Status</li> <li>• Evidence of a strong further professional development record</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate qualification</li> <li>• Designated safeguarding lead qualification</li> <li>• Other safeguarding qualifications</li> <li>• SENDCO qualification</li> </ul>
<b>3. EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>• Leading and developing cohesive and positive teams in a school environment</li> <li>• Working in partnership with stakeholders</li> <li>• Successfully leading and managing whole school initiatives</li> <li>• Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards, achievement, personal development and well-being</li> <li>• Demonstrate the ability to work strategically and successfully at senior level</li> <li>• Proven track record of utilising strategies to enhance teaching and learning to raise achievement levels</li> <li>• Proven track record as a successful teacher</li> <li>• Holding staff to account for their work and impact on outcomes</li> <li>• Proven impact in the following areas:               <ul style="list-style-type: none"> <li>- Effective conflict and complaint resolution</li> <li>- Narrowing students' performance gaps</li> <li>- Securing and maintaining the respect of different stakeholders</li> </ul> </li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of budget control and the ability to develop additional funding resources</li> <li>• Led, planned and evaluated change which has had a significant impact at whole school level</li> <li>• Working with Trustees</li> <li>• Appraising others effectively to improve performance and develop staff</li> <li>• Experience working with colleagues in other schools</li> <li>• Knowledge of what constitutes quality of educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> </ul>

	<b>Essential</b>	<b>Desirable</b>
<b>4. Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to Catholic ethos, mission and religious education</li> <li>• Experience of working with other schools/organisations /agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to inspire and motivate staff, pupils, parents and 'governors'<sup>1</sup> to achieve the aims of Catholic education</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating subject improvement</li> </ul>
<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum and Early Years development</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the Curriculum Directory for Religious Education</li> <li>• Understanding of successful teaching and learning in religious education across the key stages</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>

<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to provide clear information and advice to staff and 'governors'</li> <li>• Understanding the criteria for the evaluation of a Catholic school</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> </ul>
<b>9. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Strong commitment to the mission of a Catholic school</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> </ul>	<ul style="list-style-type: none"> <li>• ability to provide high quality liturgically based worship for pupils and staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	
<p><b>10. References</b></p>	<ul style="list-style-type: none"> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>• Faith reference without reservation</li> <li>• Professional reference without reservation</li> <li>• Positive and supportive faith reference from priest where applicant regularly worships</li> </ul>

NOTE:

- 'Governors' are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.

- Governors may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.