

Person Specification – Headteacher (Secondary)

| A TRAINING AND QUALIFICATIONS | Essential | Desirable | Source: A – Application I – Interview R – References |
|--|------------------|------------------|--|
| Qualified Teacher Status | ✓ | | A |
| Catholic Certificate of Religious Studies or equivalent | | ✓ | A |
| Degree or equivalent | ✓ | | A |
| National Professional Qualification for Headship | | ✓ | A |
| Evidence of commitment to continual professional development including recent participation in a range of relevant In-service training | ✓ | | A/I |

| B FAITH COMMITMENT | Essential | Desirable | Source: A – Application I – Interview R – References |
|--|------------------|------------------|--|
| Practising Catholic with evidence of participation in life of faith community | ✓ | | R/A |
| Understanding of the distinctive nature of the Catholic school | ✓ | | I/A/R |
| Able to articulate a philosophy for Catholic education | ✓ | | I/A |
| Commitment to leadership role in spiritual development of pupils and staff | ✓ | | I |
| Understanding of and commitment to curriculum Religious Education and the implications of the Bishops’ Conference Religious Education Curriculum Directory | ✓ | | I |
| Experience in leading and evaluating collective acts of worship | | ✓ | I |
| Commitment to developing school’s role in the parishes and wider community | ✓ | | I |
| Understanding the importance of sensitivity in working with other denominations and faiths in the school and local community | ✓ | | I |

| C EXPERIENCE OF TEACHING AND SCHOOL LEADERSHIP & MANAGEMENT | Essential | Desirable | Source: A – Application I – Interview R – References |
|--|------------------|------------------|--|
| Experience of a leadership role in a Catholic secondary school | | ✓ | A/I |
| Evidence of effective classroom practice | ✓ | | A/I |
| Effective leadership experience at deputy head, assistant head or SLT level | ✓ | | A/I |
| Evidence of strategic planning to raise standards for all students | ✓ | | A/I/R |
| Experience of post 16 education | | ✓ | A/I |
| Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment | ✓ | | A/I |
| Secure understanding of strategies for staff performance management, pay and progression | ✓ | | I |

| D PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | Essential | Desirable | Source: A – Application I – Interview R – References |
|--|------------------|------------------|--|
| Applicants should be able to demonstrate knowledge and understanding of the following areas and of their implications for a Catholic secondary school: | | | |
| Ability to enhance a balanced curriculum to enable students to achieve their full potential | ✓ | | A/I |
| Ability to initiate and support research and debate on effective learning | ✓ | | A/I |
| Experience of offering challenge and support to improve performance of academic, pastoral and support work | ✓ | | A/I |
| Experience of leading/co-ordinating professional development opportunities | ✓ | | A/I |
| Understanding of local and national policies, priorities and statutory frameworks | | ✓ | A/I |
| Understanding of roles of the CMAT, Trust Board and Local Governing Body | | ✓ | A/I |
| The use of data to establish benchmarks and set targets for improvement | ✓ | | A/I |
| Confidence in accessing, analysing, interpreting and synthesising information | ✓ | | A/I/R |

| E PERSONAL SKILLS AND ABILITIES Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post: | Essential | Desirable | Source: A – Application I – Interview R – References |
|--|------------------|------------------|--|
| Live and bear witness to faith and act as a role model | ✓ | | A/I/R |
| Purposeful leadership | ✓ | | A/I/R |
| Approachable, has presence and enjoys being highly visible to staff, students and parents | ✓ | | I/R |
| Ability to remain resilient, positive, enthusiastic and good humoured when working under pressure | ✓ | | A/I/R |
| Understanding of the school’s role in the parishes and wider community | ✓ | | A/I/R |
| Adaptability; able to embrace change | ✓ | | A/I/R |
| Successful involvement in recruiting, appointment and induction of staff | ✓ | | A/I/R |
| Strong commitment to raising standards | ✓ | | A/I/R |
| Ability to relate to young people | ✓ | | A/I/R |
| Imaginative, inspirational and enthusiastic | ✓ | | A/I/R |
| Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement | ✓ | | I/R |
| Self-motivated with excellent organisational skills and the ability to prioritise workload effectively | ✓ | | A/I/R |
| Confidence to delegate management tasks, trust those responsible and monitor their implementation | ✓ | | I/R |
| Good communication skills (written and oral) | ✓ | | A/I/R |
| Positive views about parental involvement and the partnership between home school and parish | ✓ | | A/I/R |
| Able to ensure resources are deployed to the maximum benefit of staff and students | ✓ | | A/I/R |
| Ability to inspire and develop leadership in others | ✓ | | A/I/R |
| Ability to collaborate effectively with other partners and build and maintain good relationships with all stakeholders | ✓ | | A/I/R |
| Values diversity and the unique contribution that every individual makes to the learning community | ✓ | | A/I/R |
| Competent user of ICT | ✓ | | A/I/R |

| F SAFEGUARDING | Essential | Desirable | Source: |
|--|------------------|------------------|----------------|
| Understanding of responsibilities of the headteacher in ensuring compliance with Health and Safety legislation | ✓ | | A/I/R |
| Clear commitment to and understanding of child protection matters, safeguarding legislation and practice | ✓ | | A/I/R |

What is the objective definition of a ‘practising Catholic’ for appointments to key posts in Catholic Schools?

To objectively define what a ‘practising Catholic’ is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute ‘practice’ of the faith in the teaching of the Catholic Church.

The Church’s general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church’s mission to make Christ known to all peoples, by upholding privately and publicly the Church’s moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the ‘practice’ of the Catholic faith in its widest and all encompassing sense. At the heart of these general obligations though, there are essential components for “*full communion*” with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and ‘practising Catholic’.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see ‘Christ at the Centre’ by Mgr Marcus Stock, CTS Publications ISBN 978-1-86082-843-0.