**Head of School - Person Specification**

The core purpose of the Head of School in a Catholic school is to provide leadership in the context of a community rooted in the Catholic faith. It is an essential requirement that the person appointed to the post has a strong personal faith, and recognises the opportunities and challenges facing a Catholic school as a vibrant part of the mission of the Church in education.

The Governors wish to appoint an inspirational and highly principled individual who will have the following strongly held beliefs and attributes, which are essential and desirable to the role:

|  |  |  |
| --- | --- | --- |
| **A. Catholicity** | **ESSENTIAL CRITERIA** | **DESIRABLE CRITERIA** |
| **1.**  | A committed and practicing Catholic. | An active participant in parish or Catholic community life |
| **2.**  | A secure understanding of the distinctive nature of the Catholic school. |  |
| **3.** | A personal vision for a Catholic school and the ability to share and enact that vision with all those who make up the school and wider community. |  |
| **4.** | The ability to strengthen faith commitment and worship in the school community and lead, by example, the faith journey in Christ. |  |
| **5.** | Continue to build on the partnerships with our parents and the Parish as well as the Diocese, Local Authority and the local community. |  |
| **A. Qualifications** |
| **6.** | Degree-level qualification, or equivalent and QTS. | NPQH accreditation. |
| **7.** | Evidence of recent and relevant continuing professional development in school leadership and management. | Catholic Certificate in Religious Studies, MA in Catholic education or equivalent |
| **8.** | Up-to-date safer recruitment and safeguarding training. | . |
| **B. Experience** |
| **9.** | Successful experience in a senior leadership role in a primary school, with a proven track-record of continuous improvement and of implementing strategies that raise the personal and academic success of pupils and which nurture their spiritual well-being. | Experience as a Head/Deputy Head or Senior Leader. |
| **10.** | Extensive experience of working across Key Stages 1 and 2 of primary education.  | Working across EYFS. |
| **11.** | Knowledge and experience of successful financial/resource management, including effective deployment of pupil premium funding. |  |
| **12.** | Experience of developing and strengthening the home-school partnership and securing the active participation of families in pupils’ learning. |  |

|  |  |  |
| --- | --- | --- |
| **13.** | Experience of managing change, encouraging innovation and meeting challenges successfully. |  |
| **14.** | Evidence of successful leadership of teaching which has improved pupil outcomes and secured high quality provision. |  |
| **C. Knowledge & Skills** |
| **15.** | Outstanding classroom practitioner with a deep understanding of high quality teaching and learning and knowledge of how to motivate children and staff to achieve their full potential. |  |
| **16.** | In-depth knowledge and understanding of current educational priorities and Ofsted expectations and how they apply to the primary school. |  |
| **17.** | Ability to foster and maintain successful working relationships with all stakeholders, involving them in the school’s development and in transforming vision into practice. |  |
| **18.** | Ability to build, motivate and lead effective teams, and respect contributions and feed back in order to secure the best possible outcomes for pupils. |  |
| **19.** | Ability to interpret, analyse and use a wide range of data and information effectively to drive school improvement. |  |
| **20.** | Ability to develop and implement a creative and relevant curriculum that engages and excites pupils, extends and enriches their experience and which leads to excellent progress and outcomes. |  |
| **21.** | An understanding of legal issues relating to managing a school, including safeguarding, inclusion and equalities policies and their implementation.  |  |
| **22.** | An understanding of how to most effectively support vulnerable children and those with Special Educational Needs. |  |
| **23.** | Commitment and ability to promote the health, safety and welfare of all pupils and staff in the school. |  |
| **D. Personal Qualities** |
| **24.** | Enthusiasm and love of learning that enables you to lead the school with drive and passion. |  |
| **25.** | Excellent communication, listening and negotiating skills for a range of purposes and audiences. |  |
| **26.** | Emotional resilience, stamina and flexibility when dealing with challenging issues and circumstances. |  |
| **27.** | High expectations of self and others. |  |