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***Seeking leaders who think strategically; by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every pupil within the context of the mission of a Catholic school.***

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| **Measured** | **Attainment and Experience** | **Essential** | **Desirable** |
| C | Qualified Teacher Status  | **🗸** |  |
| C | Good honours degree | **🗸** |  |
| AF | Appropriate professional development and updating related to school leadership, curriculum, and teaching and learning |  | **🗸** |
| AF | Appropriate experience of the phase and age range | **🗸** |  |
| AF  | Evidence of continuing professional development relating to Catholic ethos, mission and religious education, e.g. CCRS |  | **🗸** |
|  | **Faith Commitment *(Specific to the particular role)*** |
| **Measured** | **Deputy Headteacher** | **E** | **D** | **Measured** | **Assistant Headteacher** | **E** | **D** |
| AF / I / C | Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and / or national levels | **🗸** |  |  |  |  |  |
| AF / I | Has an understanding of the distinctive nature of the Catholic school and Catholic education | **🗸** |  | AF / I | Has an understanding of the distinctive nature of the Catholic school and Catholic education |  | **🗸** |
| AF / I | Has an understanding of the leadership role in the spiritual development of pupils and staff |  | **🗸** | AF / I | Has an understanding of the leadership role in the spiritual development of pupils and staff |  | **🗸** |
| AF / I | Understands the role of the governing body in a Catholic school in preserving and promoting the school’s Catholic character |  | **🗸** | AF / I | Understands the role of the governing body in a Catholic school in preserving and promoting the school’s Catholic character |  | **🗸** |
| AF / I | Has an understanding of the school’s role in the parish and wider community and its contribution to community cohesion | **🗸** |  | AF / I | Has an understanding of the school’s role in the parish and wider community and its contribution to community cohesion |  | **🗸** |
| AF / I | Evidence of participation in the faith life of the community | **🗸** |  |  |  |  |  |
| AF / I | Experience in leading acts of worship in a Catholic school |  | **🗸** | AF / I | Experience in leading acts of worship in school |  | **🗸** |
| **Measured** | **Domain 1: Culture and Ethos** *(School Culture, Behaviour, Professional Development)* | **Essential** | **Desirable** |
| AF / I  | Can support and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community |  | **🗸** |
| AF / I | Can create a culture where pupils experience a positive and enriching school life | **🗸** |  |
| AF / I | Can show evidence of ability to uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life | **🗸** |  |
| AF / I | Can promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment | **🗸** |  |
| AF / I | Can ensure a culture of high staff professionalism |  | **🗸** |
| AF / I | Can establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils | **🗸** |  |
| AF / I | Can help to prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development |  | **🗸** |
| **Measured** | **Domain 2: Curriculum and Teaching** *(Teaching, Curriculum and Assessment, Additional and Special Educational Needs)* | **Essential** | **Desirable** |
| AF / I | Can establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn | **🗸** |  |
| AF / I | Can ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines  | **🗸** |  |
| AF / I | Can ensure effective use is made of formative assessment | **🗸** |  |
| AF / I | Can ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught | **🗸** |  |
| AF / I | Can establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities | **🗸** |  |
| AF / I | Can ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading |  | **🗸** |
| AF / I | Can ensure valid, reliable, and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum | **🗸** |  |
| AF / I | Can ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities | **🗸** |  |
| AF / I | Can ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate | **🗸** |  |
| **Measured** | **Domain 3: Organisational Effectiveness** *(Organisational Management, School Improvement, Working in Partnership)* | **Essential** | **Desirable** |
| AF / I | Can ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care | **🗸** |  |
| AF / I | Can ensure staff are deployed and managed well with due attention paid to workload |  | **🗸** |
| AF / I | Can help establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently | **🗸** |  |
| AF / I | Can ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time |  | **🗸** |
| AF / I | Can forge constructive relationships beyond the school, working in partnership with parents, carers and the local community | **🗸** |  |
| AF / I | Shows commitment to work successfully with other schools and organisations in a climate of mutual challenge and support |  | **🗸** |
| AF / I | Can establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils |  | **🗸** |
| **Measured** | **Domain 4: Governance and Accountability** | **Essential** | **Desirable** |
| AF / I | Can understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility | **🗸** |  |
| **Measured** | **Domain 5 Safeguarding Children: Safer Recruitment and Selection** | **Essential** | **Desirable** |
|  | In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline.
 | **🗸** |  |

**Measured by:** Application Form (AF) Interview (I) Certificates (C)