# DEPUTY HEADTEACHER CRITERIA FOR APPOINTMENT

Please note source of evidence of fulfilled criteria:

Application Form - A (including supporting statement statement) References - R Interview - I Certificate – C

Letter - L

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| 1. **CONFIDENTIAL REFERENCES** | **Essential or**  **Desirable** | **Evidence** |
| A positive and supportive written faith reference from a priest where the applicant regularly worships. | E | R |
| A positive reference from current employer/headteacher (or most recent employer/headteacher if not currently employed) | E | R |
| A positive second professional reference | E | R |
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| 1. **APPLICATION FORM AND SUPPORTING STATEMENT** | **Essential or**  **Desirable** | **Evidence** |
| Application form to be completed in full and legible | E | A |
| Supporting statement to be clear, concise and related to the specific post and appointment criteria (1300 words max; font 12; portrait) | E | L |
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| 1. **QUALITIES AND KNOWLEDGE** | **Essential or**  **Desirable** | **Evidence** |
| Practising Catholic | E | R/A |
| Qualified Teaching Status | E | A/C |
| Degree | D | C |
| NPQH | D | C |
| CCRS (Catholic Certificate in Religious Studies) or the equivalent or a commitment to obtain it if appointed. | E | C |
| Professional development or training undertaken in preparation for deputy headship | D | A/S |
| Professional development or training undertaken in preparation for deputy headship in a Catholic school | D | A/R/I |
| Experience of deputy/assistant headship | D | A/R/I |
| Leadership and management experience and relevant training | E | A/R/I |
| Ability to lead by example and be a positive role model with excellent communication skills | E | A/R/I |
| Ability to articulate a clear vision and purpose for Catholic education | E | A/R/I |
| Personal impact and presence | E | A/R/I |
| Participation in a parish community | D | A/L/R/I |
| Ability to lead the spiritual development of staff and pupils | E | A/R/I |
| Understanding of current educational provision and the wider school systems | E | A/R/I |

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| 1. **PUPILS AND STAFF** | **Essential or**  **Desirable** | **Evidence** |
| Have ambitious standards and high expectations for all pupils | E | A/R/I |
| Be able to demonstrate excellent understanding of high quality teaching and learning | E | A/R/I |
| Promote the development of the whole child | E | A/R/I |
| Use data analysis to effectively drive whole school improvement | E | A/R/I |
| Encourage all staff to develop their unique potential | E | A/R/I |
| Demonstrate an understanding of the importance of forging good relationships with parents | E | A/R/I |
| Experience of working with children with SEND and a willingness to lead in this area | D | A/R/I |
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| 1. **SYSTEMS AND PROCESS** | **Essential or**  **Desirable** | **Evidence** |
| Demonstrate efficient strategic leadership | E | A/R/I |
| Ensure the safety of all staff and pupils at all times | E | A/R/I |
| Promote excellent behaviour and positive attitudes to school life | E | A/R/I |
| Understand systems for performance management to hold staff to account | E | A/R/I |
| Demonstrate the potential to address under-performance | E | A/R/I |
| Demonstrate an understanding of the role of the Governing Body | E | A/R/I |
| Demonstrate an understanding of how budgets and resources are deployed in the best interests of pupils | E | A/R/I |
| Promote distributed leadership throughout the school | E | A/R/I |
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| 1. **SELF IMPROVING SCHOOL** | **Essential or**  **Desirable** | **Evidence** |
| Knowledge and experience of working with other schools and organisations | E | A/R/I |
| Effective partnerships with a range of professionals | E | A/R/I |
| Provide opportunities for high quality staff development | E | A/R/I |
| Confident and innovative approach to school improvement | E | A/R/I |
| Source of inspiration and encouragement for all in the school community | E | A/R/I |