

DEPUTY HEADTEACHER CRITERIA FOR APPOINTMENT

Please note source of evidence of fulfilled criteria:

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

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
NB: References are no longer considered at shortlisting stage -CES & Diocesan Guidance 24/1/18		

2. 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	A

3. QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practising Catholic	E	A/R
Qualified Teaching Status	E	A/C
Degree	E	A/C
NPQH/NPQML/NPQSL	D	A/C
CCRS (Catholic Certificate in Religious Studies) or the equivalent or a commitment to obtain it if appointed. Primary Secondary	E D	A/C
Professional development or training undertaken in preparation for deputy headship	D	A/R/I
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	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/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

4. PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupils	E	A/R/I
Have 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

5. 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 an ability 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

6. SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	D	A/R/I
Effective partnerships with a range of professionals	E	A/R/I
Use well evidenced research to achieve excellence	D	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