



Person Specification
Vice Principal
St Francis Xavier
Catholic Primary School



Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic to meet the requirements as specified in the Definition of a Practising Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Willing to work towards the SENDCo Qualification if it agreed that the successful candidate's responsibility will include SENDCo 	<ul style="list-style-type: none"> • Postgraduate level qualification • NPQH award or NPQSL certification • CCRS or equivalent • SENDCo qualification
3. Experience	<ul style="list-style-type: none"> • Substantial, recent, successful teaching experience in EYFS or KS1 <i>and</i> KS2 • At least three years of proven, strong successful middle leadership and management 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Experience as Assistant Principal • Experience as a SENDCo • Curriculum leadership of more than one subject • Experience of teaching in more than one school
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, curriculum/ teaching and learning and knowledge of current issues in education 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities

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4. Professional Development (Continued)		<ul style="list-style-type: none"> • Ability to identify own learning needs and to support others in identifying their learning needs
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school • Ability to inspire and motivate staff, pupils, parents and 'governors'¹ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Significant experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating the impact on pupil progress and improving outcomes for all children • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> • Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or Academy • Evidence of having successfully translated vision into reality at whole-school level
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

¹ The general terms 'governing body' and 'governors' also includes, in the case of academies, the Board of Directors and the representatives on local academy committees

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6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to support the Principal effectively and strategically • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, academy committee members, parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and academy committee members • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to governors/academy committee • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance

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9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record 	<ul style="list-style-type: none"> • Faith reference without reservation • Professional reference without reservation

