

## St Ursula's Convent School

### Headteacher Person Specification

Evidence: AF = Application Form, Cert = Certificate, I = Interview, Ref = Reference

CRITERIA	Essential	Desirable	Evidence
<b>FAITH COMMITMENT</b>			
Is a practising and committed Catholic	✓		AF/I/Ref
Is involved in the life of the Church at parish level		✓	Ref/I
Promotes the distinctive nature of Catholic education and the school's role in the parish, and wider community, and contributes to community cohesion	✓		AF/I
Has an understanding of the headteacher's role as a spiritual leader of the community, leading the spiritual development of students and staff in the school	✓		AF/I/Ref
Ability in leading acts of worship in Catholic schools	✓		AF/I
<b>QUALIFICATIONS AND EXPERIENCE</b>			
Qualified teacher status	✓		Cert
Good honours degree	✓		Cert
Substantive experience as an effective leader at senior leadership team level in a school	✓		AF/I
Evidence of appropriate professional development	✓		AF/Cert
<b>QUALITIES AND KNOWLEDGE</b>			
Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve	✓		AF/I
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community	✓		I
Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them	✓		AF/I/Ref
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development	✓		AF/I/Ref
Work with political and financial astuteness, within a clear set of principles centred on the school's vision	✓		AF/I/Ref

Communicate the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	✓		AF/I
<b>PUPILS AND STAFF</b>			
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	✓		AF/I
Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing	✓		AF/I
Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis	✓		AF/I
Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	✓		AF
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	✓		AF/I
Has a proven track record of commitment to equality, diversity and inclusion	✓		AF/I
Hold all staff to account for their professional conduct and practice	✓		AF/I
<b>SYSTEMS AND PROCESS</b>			
Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity	✓		AF/I
Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community	✓		AF/I
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice	✓		AF/I/Ref
Understand strong governance and actively support the governing body to understand its role and deliver its functions effectively – in	✓		AF/I

particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance			
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability	✓		AF/I/Ref
Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making	✓		AF/I/Ref
<b>THE SELF-IMPROVING SCHOOL SYSTEM</b>			
Further develop our outward-facing school, working with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils	✓		AF/I
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	✓		AF/I/Ref
Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self- improving schools	✓		AF/I
Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff	✓		AF/I
Explore innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability		✓	AF/I/Ref
Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education	✓		AF/I