DIOCESE OF SALFORD

# Person Specification/Selection Criteria for KS2 teacher in St Mary's & St Benedict's Roman Catholic School.

***The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Salford. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.***

***This school St Mary's & St Benedict's is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***

***The applicant will be required to safeguard and promote the welfare of children and young people.***

*Source Key: A = Application Form I = Interview R = References CC = Checking Certificates*

*Note:* ***Candidates failing to meet any of the essential criteria will automatically be excluded***

## [A] Faith Commitment

| | Essential | Desirable | Source |
|---|---|---|---|
| Practising Catholic | | D | A/I/R |
| Involvement in parish community | | D | A/I/R |

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

| | Essential | Desirable | Source |
|---|---|---|---|
| Leading class worship | | D | A/I |
| Ways of developing religious education and worship | | D | A/I |
| A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school | | D | A/I |
| How relationships should be fostered and developed between the school, local parish and its community and Diocese of Salford | | D | A/I |

## [B] Qualifications

| | Essential | Desirable | Source |
|---|---|---|---|
| Qualified teacher status | E | | A/CC |
| Degree | E | | A/CC |
| CCRS/CTC or commitment to obtaining the certificate | | D | A/CC/I |

## [C] Professional Development

| | Essential | Desirable | Source |
|---|---|---|---|
| Evidence of appropriate professional development for the role of teacher | | D | A |
| Has successfully undertaken appropriate Child Protection training | E | | A/I/CC |

## [D] School experience

| | Essential | Desirable | Source |
|---|---|---|---|
| To have implemented and developed a school initiative | | D | A/I/R |
| To have had responsibility for policy development and implementation | | D | A/I/R |
| To have had experience of staff development across the primary range. | | D | A/I/R |

## [E] Experience and knowledge of teaching

| | Essential | Desirable | Source |
|---|---|---|---|
| Teaching experience within the primary phase | E | | A/I/R |
| To have a knowledge and understanding of all multiple Key Stages in the primary phase | | D | A/I/R |
| To be able to use data, assessment and target setting to raise standards/address weaknesses | | D | A/I/R |
| To be able to exemplify how the needs of all pupils have been met through high quality teaching | E | | A/I/R |

## [F] Professional Attributes

| | Essential | Desirable | Source |
|---|---|---|---|
| To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met. | E | | I |
| To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies. | E | | I |
| To have excellent written and oral communication skills (which will be assessed at all stages of the process). | E | | A/I |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | E | | I |
| Show a good commitment to sustaining regular attendance at work | E | | A/I/R |

## [G] Professional Skills

Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions Document. The teacher must be exemplary and be able to:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fulfil wider professional responsibilities

## [H] Personal Qualities

**All of the following are considered essential for the post and will be assessed <u>through interview and reference</u>:**

- Continue to promote the school's strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Inspire trust in the school community
- Communicate clearly and effectively both orally and in written English
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour

## [I] Confidential References and Reports

| | |
|---|---|
| A positive and supportive faith reference from a priest/clergy where the applicant regularly worships. | D |
| Positive recommendation from all referees, including current employer. | E |

The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

## [J] Application Form and Supporting Statement

The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

***The CESEW Application Form must be fully completed and legible. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.***