

DEPUTY HEADTEACHER SHORTLIST WORKING SHEET

The board often find a sheet such as the one below useful for recording their analysis of applicants and to inform discussion at the shortlisting meeting. If the work sheet is to be used, one copy for each applicant should be sent to the board with the copies of the applications. The essential criteria for appointment should be listed in the blank columns.

Name of applicant:	
Current school:	
Current post:	

1. Application form and supporting statement	E/D	Clearly meets	Some evidence	No evidence
Application form completed in full and legible	E			
Supporting statement clear, concise and related to the specific post and appointment criteria (1300 words max; font 12; portrait)	E			

2. Faith commitment	E/D	Clearly meets	Some evidence	No evidence
A practising Catholic (fulfilling the requirements of the <i>Diocesan Briefing Note</i>)	E			
Secure understanding of the distinctive nature of the Catholic school and Catholic education	E			
Understanding of the leadership role in spiritual development of pupils and staff	E			
Involvement in parish community	D			
Leading school worship	E			

3. Qualifications	E/D	Clearly meets	Some evidence	No evidence
Qualified teacher status	E			
Degree	E			
CCRS/CTC (or equivalent) or commitment to obtaining the certificate	E			

4. Professional development	E/D	Clearly meets	Some evidence	No evidence
Evidence of appropriate professional development for the role of deputy headteacher	E			
Evidence of recent leadership and management professional development	E			

Evidence of appropriate safeguarding training	E			
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5. School leadership and management experience	E/D	Clearly meets	Some evidence	No evidence
To have substantial and current experience as a middle leader	D			
To have had active and effective leadership of a team/key stage/curriculum area/department	E			
To have taken an active involvement in school self-evaluation and development planning	E			
To have implemented and developed a whole school initiative	E			
To have had responsibility for policy development and implementation	E			
To have had experience of and ability to contribute to staff development (e.g. coaching, mentoring, INSET for staff)	E			

6. Experience and knowledge of teaching	E/D	Clearly meets	Some evidence	No evidence
Experience of teaching in more than one school	D			
Significant teaching experience	E			
To have a knowledge and understanding of all key stages in the school	E			
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E			

7. Professional attributes	E/D	Clearly meets	Some evidence	No evidence
To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E			

Notes: