VICE PRINCIPAL APPOINTMENT

ST NICHOLAS CATHOLIC PRIMARY SCHOOL

INFORMATION FOR APPLICANTS

Love God, ourselves and each other.
Live life in response to God’s call.
Learn to achieve our best in everything we do.
Vice Principal

Pay Range: L8-12 £46,799 - £51,639 NOR: 211

Archdiocese of Birmingham In partnership with the St John Paul II Multi Academy and Birmingham City Council - St Nicholas Catholic Primary School, Jockey Road, Sutton Coldfield, B73 5US, Tel: 0121 3552649, Web: www.stnicholassutton.org.uk

Required for September 2018

St Nicholas is a one form entry Catholic School for children aged 4-11 and has been part of the St John Paul II Multi Academy Company since January 2014. The School was also granted Teaching School Status in March 2016. We are a true learning community where our children, staff and parents share the values of our mission to love, learn and grow with Jesus Christ.

The Board of Directors of the Multi Academy wish to appoint a passionate and committed Catholic to become our Vice Principal, supporting the Principal and working closely with our hardworking and motivated team.

We are looking for a Vice Principal who:

• Is a committed and practising Catholic with a strong personal faith and a desire to further their vocation in Catholic Education
• Can confidently and calmly deputise for the Principal
• Is committed to the Diocesan strategy of collaborative working within a multi academy
• Can form supportive and professional pastoral relationships with children, staff and families
• Can take a strategic lead role in curriculum development
• Has high expectations of achievement and behaviour
• Can use a range of monitoring, tracking and assessment strategies to ensure that all children achieve their best
• Is an excellent teacher and role model for children and staff
• Is approachable and has a positive attitude

We can offer you:

• Happy, confident, enthusiastic and focussed children who are ambitious for themselves and others
• A talented and dedicated staff team who work hard for our school community
• A welcoming Catholic community where all are valued
• Supportive academy committee, directors and parents
• A strong culture of collaborative working with our partner schools in the St John Paul II Multi Academy.
• A commitment to professional and personal development through the Teaching School and Multi Academy
• An opportunity to respond to your vocation and deepen your faith
We welcome visitors so potential applicants are encouraged to contact the school to arrange a visit.

An informal visit to the school is encouraged and warmly welcomed. Please contact the school office on 0121 355 2649 to arrange a visit.

Interviews: Thursday 22 March 2018

Closing Date: Friday 2 March 2018, 9am

Applications should be returned to:
Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB
or via email to CSURecruitment@birmingham.gov.uk

This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.
INFORMATION FOR APPLICANTS FOR THE POST OF VICE PRINCIPAL

Thank you for considering applying for the post of Vice Principal teacher at St Nicholas School and we look forward to receiving your application. We hope that you find the information in this pack useful. Please also visit our school website at http://www.stnicholassutton.org.uk for more information.

THE SCHOOL

The school is maintained under the auspices of the Archdiocese of Birmingham and the City of Birmingham Education Department. It is part of the St John Paul II Multi Academy Company, which is a collaboration of Catholic Schools based in Sutton Coldfield.

St Nicholas School was built adjacent to the established parish church of the same name in 1968. The children take an active part in the life of the parish throughout the year and there are close links between the school and the local community. The Governors, Parents and Staff work together at all times for the good of the children and to fulfil the main aim of the school, which is one of developing the Catholic ethos.

St Nicholas School is a single form entry primary school with 211 children on roll and waiting lists for all classes as the school is oversubscribed. The school is in the Vesey Ward of Sutton Coldfield. This is reflected in the low numbers of children on free school meals (well below national average). Attendance is high (96.9%) and mobility very low. The vast majority of children speak English as their first language. The percentage of children with special educational needs is significantly lower than the national average.

Distinctive Characteristics as a Catholic School:
The school is next door to the Parish Church and strong links are developing, with classes able to attend regular masses on rota basis.
The school provides excellent support for the parish in its sacramental preparation programmes. We are proud of our Mission Statement, which states:

At St. Nicholas School we are called together to
love, live, learn
with Jesus Christ

Love God, ourselves and each other.
Live life in response to God’s call.
Learn to achieve our best in everything we do.

ACCOMMODATION

The school is housed in a single storey building of conventional design and is equipped with the latest educational facilities. The school is organised into seven classes, 1 in Foundation Stage, 2 in Key Stage 1 and 4 in Key Stage 2. All classes are mixed ability and each year group has a class based teacher. The school has access to nearby local authority playing fields at Braemar Road and Wyndley Swimming Baths. There are separate playgrounds for Key Stage 1 and Key Stage 2 school children.
THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 16 members, comprising:

Foundation Governor: Mr R May (Acting Chair)
Foundation Governor: Mrs P Platt
Foundation Governor: Vacancy
Foundation Governor: Fr A Morris
Foundation Governor: Mr G Cullinane
Foundation Governor: Mrs S Douglas
Foundation Governor: Mrs S Gill
Foundation Governor: Mrs M May
Foundation Governor: Mr D Corkery
Foundation Governor: Mrs M Casey

Staff Governor: Vacancy
Staff Governor: Mrs C Noble-Barton

Parent Governor: Mrs S Douglas
Parent Governor: Mrs L Jackson

Principal: Mr M A Emery

Clerk to governors: Mrs H Bethell

STAFFING

Staffing for the school for 2017/18 is as follows:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Acting Vice Principal:</th>
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</thead>
<tbody>
<tr>
<td>Mr M A Emery</td>
<td>Mrs C Noble-Barton</td>
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<table>
<thead>
<tr>
<th>Teachers:</th>
<th>Teaching Assistants:</th>
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</thead>
<tbody>
<tr>
<td>Ms W Green (Senior Leader)</td>
<td>Mrs H Maguire</td>
</tr>
<tr>
<td>Mr I Reid (Senior Leader)</td>
<td>Mrs J Shakespeare</td>
</tr>
<tr>
<td>Mrs T Jenns (Part-time, temporary)</td>
<td>Mrs A Rayment</td>
</tr>
<tr>
<td>Mrs P Barton</td>
<td>Mrs C Nash</td>
</tr>
<tr>
<td>Miss L Philpotts</td>
<td>Mrs F Ampleford</td>
</tr>
<tr>
<td>Miss K Ramsden (SENCo)</td>
<td>Mrs J Dale</td>
</tr>
<tr>
<td>Miss R Guest</td>
<td>Mrs C Shephard</td>
</tr>
<tr>
<td>Mrs J Burton (Part-time, temporary)</td>
<td>Mrs L Shergold</td>
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<tr>
<td>Teaching assistants also supervise at lunchtimes on a rota basis.</td>
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<table>
<thead>
<tr>
<th>Senior Office Manager:</th>
<th>Senior lunchtime Supervisor:</th>
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<tbody>
<tr>
<td>Mrs M Broadhurst</td>
<td>Mrs J Dale</td>
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<tr>
<td>Clerical Assistants:</td>
<td>Additional Lunchtime Supervisors:</td>
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<tr>
<td>Mrs C Hickman</td>
<td>Mrs H Shields</td>
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<tr>
<td>Mrs R Parkes</td>
<td>Mrs C Timmis</td>
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<tr>
<td>Building Services Manager:</td>
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<tr>
<td>Mr P O’Keeffe (resident on site)</td>
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BUDGET

The delegated budget for 2017/18 is £850,000 and we are predicting a small in-year surplus for the end of this financial year.
KEY PERFORMANCE INDICATORS

Information on the school’s latest published data can be found on the school website.

CURRICULUM

The School follows the National Curriculum and uses a range of resources to support teaching and learning in each subject area.

RELEVANCE EDUCATION

The Religious Education given in the school is in accordance with the teachings and practice of the Catholic Church, and is regarded with a very high priority within the curriculum. There are three main educational aims:

1. To develop an awareness of God’s presence in an individual’s life and elicit a response to that presence.

2. To develop a well-formed conscience allowing the individual to make sound moral judgements in the light of his/her personal commitment to God through the word of Jesus Christ.

3. To enable pupils to develop their physical, moral and intellectual qualities harmoniously in order that they will become responsible caring members of their community and society in general.

The doctrinal, catechetical and scriptural content and teaching methods take into consideration the child’s age and capacity to learn without distorting the Christian message and stressing the central truths of the Catholic faith.

In Year 3 the children are prepared for First Holy Communion and the Sacrament of Reconciliation. A series of parents’ evenings are held to help them prepare their children for First Holy Communion.

In Year 6 the children are prepared for the Sacrament of Confirmation, and again meetings are held for parents.

The formal teaching of our faith is reinforced and given purpose and meaning by religious practice according to the traditions of the church. These practices take the form of: School Masses, Class Masses, Assemblies, Penitential Services, Prayer Services, celebration of Holy Days and Saints’ feasts and by following the Church’s liturgical year.

Parents are always welcome at Friday assemblies and at School Masses.

SCHOOL IMPROVEMENT AND DEVELOPMENT

The school’s performance is assessed under 5 broad headings:

1. RE and the Catholic Life of the School
2. Teaching, learning and assessment
3. Leadership and Management
4. Personal Development, Behaviour and Welfare
We constantly evaluate how well we are doing in these areas and collect evidence as part of our monitoring programmes. We also take account of the views of parents. The governors are responsible for agreeing the priorities and ensuring that the plan is implemented.

**What are our priorities for Improvement for 2016/17 and beyond?**

1. **RE and the Catholic Life of the School**
   - Further Develop awareness of other faiths
   - Develop, monitoring, assessment and tracking of achievement and attainment in RE.
   - Further develop understanding of Catholic virtues and their relationship with British Values.
   - Develop childrens’ involvement and engagement in worship, liturgy and mass.
   - Developing and strengthening links within the Academy schools

2. **Teaching, learning and assessment**
   - Further improve progress for children in Key Stage 1.
   - Further improve attainment for children working at Greater Depth, particularly at the end of Key Stage 1.
   - Improve achievement and attainment in spelling
   - Improve monitoring, tracking and intervention for groups of children across the school to ensure that they make good progress
   - Improve provision and outcomes for girls in maths
   - Ensure that children develop clear, joined handwriting skills

3. **Leadership and management**
   - Further improve provision, achievement and attainment of children with SEND – Dyslexia Friendly status.
   - Further improve achievement and attainment of children who join the school with middle/ lower attainment
   - Further improve our tracking and monitoring system for monitoring children’s achievement and progress, particularly for groups.
   - Further develop the quality curriculum which meets the needs of our children.
   - Developing and strengthening Leadership Capacity.

4. **Personal Development, behaviour and welfare**
   - Further support children's safety and welfare through improving awareness of E-safety and knowledge of basic first aid
   - Developing pupil voice and the use of school council
   - Develop a deeper understanding of children’s rights and responsibilities through Unicef Rights Respecting Schools Award
   - Embed understanding and adherence to British Values (linked to Catholic virtues)
   - Improve behaviour at lunchtimes

**PASTORAL CARE AND DISCIPLINE**

**General Aims**
The school will create a happy, caring and lively working environment and every child should find enjoyment in school work and gain satisfaction from his/her achievements. Our children should begin to acquire a set of Catholic moral values on which their own behaviour is based, such as honesty, sincerity, personal discipline, kindness, consideration and responsibility. They should also be tolerant of others, respecting their feelings, views and property.

**Discipline Statement**
Although we understand that in crisis situations we have to resort to short term strategies, we aim for a long term positive and constructive approach to help children understand and control their own behaviour and attitudes and their effect on others. There is a code of behaviour which encourages self discipline and thoughtfulness for others. Sanctions are fair and consistent. Our discipline policy is fair, immediate, designed to encourage children to reflect on their own behaviour; consistent, positive and understood by the whole school community. If behaviour problems occur parents will be informed and asked to discuss the situation with the class teacher or the Principal.

**PARENT/TEACHER LINKS**

We have a committed and active PFA at St Nicholas with events taking place throughout the year for parents, families and children.

**LINKS WITH THE COMMUNITY**

We have established close links with the schools in the St John Paul II Multi Academy: Holy Cross and St Joseph (both primary) and Bishop Walsh (Secondary). We are in the process of expanding our Multi academy in accordance with the Diocesan Strategy for Catholic Schools.
St Nicholas Catholic Primary School

Vice Principal Job Description

Responsible to: The Principal

Responsible for: [to be defined]

1 Introduction

1.1 This appointment is with the directors of the academy under the terms of the Catholic Education Service contract signed with the directors as employers. The directors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school1.

1.2 The appointment is subject to the current conditions of service for deputy headteachers2 contained in the School Teachers’ Pay and Conditions document and other current education and employment legislation.

1.3 This job description may be amended at any time, following consultation between the principal and the vice Principal and will be reviewed annually.

2 Core Purpose of the Vice Principal

2.1 To set the context, the core purpose of the principal is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success a principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils.

2.2 The core purpose of the Vice Principal is to support the principal in ensuring that:

- the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
- religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
- religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
- the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
- the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; recognise their own dignity and the dignity of others as children of God;

1 In order to avoid confusion between the ‘Multi-academy Company and the individual academies that make up the company, the term school is used throughout to describe the individual institution.

2 While the term vice principal is used in the academy, the directors have adopted the School Teachers’ Pay and Conditions document which uses the term ‘deputy headteacher’ to describe this role.
• all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

3 General Duties and Responsibilities

3.1 To carry out the duties of the deputy principal as set out in the current School Teachers’ Pay & Conditions Document.

Key Areas of Responsibility

4 Shaping the Future

4.1 The ‘preferred future’, expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school’s mission statement and school improvement plan.

Actions

The vice principal supports the principal in:

• Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.

• The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.

• Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.

• Establishing a commitment amongst pupils, staff and parents to the school’s mission in partnership with the governors\(^3\) and through the example of personal conviction.

• Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.

• Creating a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.

• Ensuring there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.

• Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.

• Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Learning and Teaching

5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God.

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\(^3\) The term ‘governors’ is used to describe all those involved in the governance of the school – the board of directors and the local academy committee representatives.
**Actions**

The vice principal supports the principal in:

- Ensuring a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.
- Ensuring that learning is at the centre of strategic planning and resource management.
- Securing high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring quality provision for pupils’ spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establishing creative, responsive and effective approaches to learning and teaching.
- Creating and maintaining an effective partnership with parents to support and improving pupils’ achievement and personal development and furthering the distinctive Catholic nature, purposes and aims of the school.
- Developing effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing effective assessment framework.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

6 **Developing Self and Working with Others**

6.1 In a Catholic school the role of principal is one of leadership of a learning community rooted in faith. The principal’s leadership should take Christ as its inspiration. The principal’s management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

**Action**

The vice principal supports the principal in:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.

Developing and maintaining effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.

Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Acknowledging the responsibilities and celebrating the achievements of individuals and teams.

Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.

Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.

Managing own workload and that of others to allow an appropriate work/life balance.

7 Managing the Organisation

7.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.

7.2 The vice principal helps provide effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self-evaluation. The vice principal also helps deploy people and resources efficiently and effectively to secure the school's aims and mission through meeting specific objectives in line with the school's strategic plan and financial objectives.

Actions

The vice principal supports the principal in:

- Creating an organisational structure which reflects the school's values, and enabling the management systems, structures and processes to work effectively in line with legal requirements.

- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.

- Ensuring that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.

- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.

- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

8 **Securing accountability**

8.1 In a Catholic school the principal fulfils his/her responsibilities in accordance with the mission of the school. The principal supports the governors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

**Actions**

The vice principal supports the principal in:

- Fulfilling commitments arising from contractual accountability to the principal
- Developing the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the governors (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Developing and presenting a coherent, understandable and accurate account of the school’s performance to a range of audiences including directors, parents and carers.
- Reflecting on personal contribution to school achievements and take account of feedback from others.

9 **Strengthening Community**

9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.

**Actions**

The vice principal supports the principal in:

- Building a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school’s communities.
  - Building a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensuring a range of community-based learning experiences.
- Collaborating with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creating and maintaining an effective partnership with parents and carers, as the prime educators, to support and improve pupils’ growth in the knowledge and love of God and neighbour, their achievement and personal development.

- Seeking opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

- Co-operating and working with relevant agencies to protect children.

10 Safeguarding Children & Safer Recruitment

10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The vice principal should support the principal in ensuring that:

- The policies and procedures adopted by the governors are fully implemented and followed by all staff.

- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.
**St Nicholas Catholic Primary School**

**PERSON SPECIFICATION – VICE PRINCIPAL**

<table>
<thead>
<tr>
<th>Category</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>1. Faith Commitment</td>
<td>• A practising, committed Catholic i</td>
<td>• Evidence of participation in faith life of the community</td>
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<td></td>
<td>• Secure understanding of the distinctive nature of the Catholic school and Catholic education</td>
<td>• Experience in leading acts of worship in Catholic schools</td>
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<td></td>
<td>• Understanding of leadership role in spiritual development of pupils and staff</td>
<td>• Experience of sacramental preparation</td>
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<td></td>
<td>• Understanding of the school’s role in the parish and wider community and in promoting community cohesion</td>
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<tr>
<td>2. Qualifications</td>
<td>• Qualified teacher status</td>
<td>• Postgraduate level qualification</td>
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<td>• NPQH award or Leadership Pathways certification</td>
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<td>• CCRS or equivalent</td>
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<tr>
<td>3. Experience</td>
<td>• Successful experience of leading one or more subject areas</td>
<td>• Recent experience in a Catholic voluntary aided school or Academy</td>
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<td>• Substantial, successful teaching experience</td>
<td>• Experience as assistant headteacher</td>
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<td>• Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2</td>
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<td>• Curriculum leadership in one or more core subjects</td>
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<td>• Experience of teaching in more than one school</td>
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<td>• Experience teaching mixed age classes</td>
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<tr>
<td>4. Professional Development</td>
<td>• Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning</td>
<td>• Evidence of continuing professional development relating to Catholic ethos, mission and religious education</td>
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<tr>
<td></td>
<td></td>
<td>• Experience of working with other schools/organisations /agencies</td>
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<td>• Experience of leading/co-ordinating professional development opportunities</td>
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<tr>
<td>Category</td>
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<tr>
<td>4. Professional Development</td>
<td>• Ability to identify own learning needs and to support others in identifying their learning needs</td>
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</table>
| 5. Strategic Leadership          | • 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  
• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these  
• 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'  
• 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         | • 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  
• Secure knowledge of statutory requirements relating to the curriculum and assessment                                                                 | • 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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<th>Category</th>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>6. Teaching and Learning</td>
<td>- Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</td>
<td>- Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</td>
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<tr>
<td>(Continued)</td>
<td></td>
<td>- Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school</td>
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<td></td>
<td>- Understanding of how financial and resource management enable a school to achieve its educational priorities</td>
</tr>
<tr>
<td>7. Leading and Managing Staff</td>
<td>- Experience of working in and leading staff teams</td>
<td>- Experience of presenting reports to 'governors'</td>
</tr>
<tr>
<td></td>
<td>- Ability to delegate work and support colleagues in undertaking responsibilities</td>
<td>- Understanding the criteria for the evaluation of a Catholic school</td>
</tr>
<tr>
<td></td>
<td>- Experience of performance management and supporting the continuing professional development of colleagues</td>
<td>- Leading sessions to inform parents</td>
</tr>
<tr>
<td></td>
<td>- Understanding of effective budget planning and resource deployment</td>
<td>- Experience of offering challenge and support to improve performance</td>
</tr>
<tr>
<td>8. Accountability</td>
<td>- Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy</td>
<td>- Experience of presenting reports to 'governors'</td>
</tr>
<tr>
<td></td>
<td>- Experience of effective whole-school self-evaluation and improvement strategies</td>
<td>- Understanding the criteria for the evaluation of a Catholic school</td>
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<tr>
<td></td>
<td>- Ability to provide clear information and advice to staff and 'governors'</td>
<td>- Leading sessions to inform parents</td>
</tr>
<tr>
<td></td>
<td>- Secure understanding of strategies for performance management</td>
<td>- Experience of offering challenge and support to improve performance</td>
</tr>
<tr>
<td>9. Skills, Qualities &amp; Abilities</td>
<td>- High quality teaching skills</td>
<td>- Experience of presenting reports to 'governors'</td>
</tr>
<tr>
<td></td>
<td>- Strong commitment to the mission of a Catholic school</td>
<td>- Understanding the criteria for the evaluation of a Catholic school</td>
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<tr>
<td></td>
<td>- Commitment to their own spiritual formation and that of pupils</td>
<td>- Leading sessions to inform parents</td>
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<tr>
<td></td>
<td>- High expectations of pupils' learning and attainment</td>
<td>- Experience of offering challenge and support to improve performance</td>
</tr>
<tr>
<td></td>
<td>- Strong commitment to school improvement and raising achievement for all</td>
<td>- Experience of offering challenge and support to improve performance</td>
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<tr>
<td></td>
<td>- Ability to build and maintain good relationships</td>
<td>- Experience of offering challenge and support to improve performance</td>
</tr>
<tr>
<td></td>
<td>- Ability to remain positive and enthusiastic when working under pressure</td>
<td>- Experience of offering challenge and support to improve performance</td>
</tr>
<tr>
<td>Category</td>
<td>Essential</td>
<td>Desirable</td>
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<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 9. Skills, Qualities & Abilities (Continued) | • 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                               | • Positive and supportive faith reference from priest where applicant regularly worships | • Faith reference without reservation                                      |
|                                              | • Positive recommendation in professional references                      | • Professional reference without reservation                               |
|                                              | • Satisfactory health and attendance record                               |                                                                           |

1 It is recommended that applicants read the diocesan ‘definition of a practising Catholic’ document this can be found on the diocesan education service website:  