



St Francis Xavier Catholic Primary

Job Application Pack

Assistant Headteacher



Welcome from the Executive Headteacher

St Francis Xavier is a happy, inclusive Catholic school where children develop as well-rounded individuals with a strong sense of self and a commitment to being an involved participant in our community. Our children are viewed as unique individuals with value and worth created in the image of God.

St Francis Xavier Catholic Primary School is part of a partnership of Catholic Schools. In collaboration with Holy Family Catholic Primary and St Mary's Catholic Primary, we aim to create a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At St Francis Xavier, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning, and exceptional personal support in an inclusive, faith based environment.

Every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from staff who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our staff to make a difference, makes me proud to be Executive Headteacher of this diverse and dynamic family of schools.

I look forward to receiving your application

Bernadette Nesbit
Executive Headteacher, NLE

“The behaviour and attitudes of pupils are exemplary... The quality of relationships, at all levels, is outstanding, with pastoral care for all maintained as a high priority within the Catholic life and mission of the school”

Section 48 inspection March 2023

“Parents are positive about the school and particularly value the school's caring family atmosphere. They appreciate how well adults care for their children and how their children develop confidence in all that they do.” Ofsted inspection

Our mission statement at St Francis Xavier Catholic Primary School is embedded by the statement of ethos:

'Achieving Excellence Together, with God's Love.'

**'At St Francis Xavier Catholic Primary School
we strive to live out the Gospel in the way Jesus teaches us to**

**We celebrate the diversity of our school community and
value each person as unique; made in God's image and likeness**

**We work together, through God's love,
to enable our pupils to achieve excellence in all aspects of their education'**

About the Partnership of Catholic Schools

Our aim as a partnership is to deliver an innovative approach to inclusive, enriching and balanced cross curricular teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth and strength of the partnership is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

St Francis Xavier Catholic Primary School

St Francis Xavier Primary School is situated close to Doncaster City centre with close links with the A1 and other major motorway routes. It is a vibrant and aspirational school with a proud and visible Catholic ethos underpinning a positive approach to both learning and behaviour.

Holy Family Catholic Primary School

Holy Family Primary School is a Catholic Voluntary Academy located in the east of Doncaster. It is a vibrant and aspirational school with a proud and visible Catholic ethos underpinning a positive approach to both learning and behaviour.

St Mary's Catholic Primary School

St Mary's Catholic Primary School is situated close to Doncaster town centre with close links with the A1 and other major motorway routes.

Safeguarding Children & Young People

The Governing Body is fully committed to safeguarding and to promoting the welfare of children and applicants will undergo child protection screening appropriate to the post, including checks with past employers. The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check. Shortlisted Applicants will be required to complete a self-disclosure.

Please read the following policies, which are available on the 'Policies' tab on the school website:

- **Safeguarding Policy**
- **Child Protection Policy**
- **Safe Recruitment Policy**

The Vacancy

St Francis Xavier consists of a committed and professional team led by experienced passionate practitioners supported by a strong Senior Leadership Team (SLT) who have experience within and beyond the partnership.

The SLT will take a proactive approach, sharing experiences and good practices between colleagues to develop our teaching and learning and own professional developments. We are keen that students have an opportunity to extend their interest and enthusiasm by taking part in a range of extra-curricular activities such as clubs, visits and competitions. We would welcome any contribution you could make to these activities at the school. Above all, we wish to appoint imaginative and enthusiastic Assistant Headteacher who will be keen to work alongside a senior leadership team determined to create an excellent school.

You will primarily be based at St Francis Xavier. However, as part of your professional development, there is also the potential to support and be supported by the staff at St Mary's Catholic Primary School, Edlington and Holy Family Catholic Primary School, Stainforth.

Applications

For more information about St Francis Xavier Catholic Primary School, please visit www.xavier.doncaster.sch.uk.

To apply for the role please download the 'CES Teacher Application Form' and supporting documents from the 'Vacancies' tab on our website. Your completed form, along with all supporting documents are to be submitted to sarah.cashmore@francisxavier.co.uk clearly demonstrating your suitability for the role.

Closing Date: 11am, Thursday 16th May 2024, 11am

Interview Date: Thursday 23rd May 2024

If you have any queries, wish to discuss the role informally or undertake a visit to the school, please do not hesitate to contact us via email sarah.cashmore@francisxavier.co.uk or telephone 01302 344678

JOB DESCRIPTION: ASSISTANT HEADTEACHER



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| Responsible to: | Executive Headteacher & Head of Schools |
| Position in the school: | Member of the Senior Leadership Team, line manager to specified middle leaders. |

Main purpose of the job

This post is an opportunity to play a crucial role in ensuring that the partnership school in which you are employed drives forward in its mission to be the best it can be. The Assistant Headteacher will work alongside the Executive Headteacher and Head of Schools and SLT in defining, articulating and implementing the shared vision and values of the school and the partnership through effective communication and engagement with all stakeholders. It is expected that the Assistant Headteacher will demonstrate leadership skills working with the Senior Leaders on the implementation of the strategic direction of the school and working with individuals and groups to ensure the implementation of school policies, systems and procedures. The Assistant Head will have experience and secure knowledge of all primary phases, including EYFS.

Purpose of post

To assist the Executive Headteacher in leading and managing the school by:

- Contributing to the vision and strategic direction of the school to ensure school improvement
- Contributing to formulating and reviewing the School Development Plan and the aims and objectives of the school
- Supporting the Executive head in implementing policies
- The school has no deputy head teacher and therefore this post is of a similar status to this position

Carry out those responsibilities defined by statute with specific reference to conditions of Employment of Assistant Headteachers in the DfE (DCSF) publication 'School Teachers Pay and Conditions,' including the educational standards, internal organisation, management and control of both schools

The specific requirements of the post are subject to discussion in order to balance the roles of the wider Senior Leadership Team and the strengths of the successful candidate(s).

Specific Roles:

- Lead a core subject across the school
- Be a trained Deputy DSL

Duties and responsibilities

Shaping the future

- Support the Executive headteacher and governors in establishing an ambitious vision and ethos for the future of the school
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
- Lead by example to motivate and work with others
- In partnership with the Executive headteacher, lead by example when implementing and managing change initiatives

Leading teaching and learning

- Work with the Executive headteacher and Head of Schools to raise standards through staff performance management
- Assist with the organisation and delivery of training and support for staff
- Lead the development and review of agreed aspects of the curriculum or pastoral including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum/care for all pupils
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the policies and practices
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards

Developing self and others

- Support the induction of staff new to the school and those being trained within the school as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting where required
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate
- Work with support staff, including the inclusion team in relation to safeguarding
- Liaise with agencies
- Undertake specific duties as requested by the senior leaders of the school to ensure the smooth running of both schools
- Undertake training as requested
- Deputise in the absence of the Executive head and Head of Schools (and deputy) deputise on a short term basis

Managing the organisation

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
- As appropriate and under the leadership of the Executive headteacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Contribute to the day-to-day effective organisation and running of the school
- To undertake any professional duties, reasonably delegated by the Executive headteacher or Head of Schools

Securing accountability

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening community

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

Ensure that the health and safety of all students and staff is promoted and maintained to a high standard at all times in accordance with the school's relevant policies and procedures.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Safeguarding Children

In accordance with the School's commitment to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (January 2007) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional

boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the school.

You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009). You are required to have enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of both schools or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984 and are properly applied to student, staff and school business/information.

Freedom of Information

The post holder must be aware that any information held by the school in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the school's policies and procedures.

Smoking Policy

Smoking is not permitted in any premises or grounds managed by the schools. Smoking is not permitted in school vehicles or in any vehicle parked on school premises.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of Post Holder:

Date:

Please sign both copies of the job description. Retain one copy for your own reference and return the remaining copy to the school within 14 days of receipt. If a signed copy is not received within the 14 day timescale, it will be assumed that you have accepted the terms and conditions contained within it.

AHT Standards: L4-L8

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| L4 | Leading Teaching and Learning <ul style="list-style-type: none">• Work with the Executive headteacher and Head of School to raise standards through teaching assistant performance management.• Assist with the delivery of training and support for staff (teachers and support staff).• To contribute to design, development and delivery of an outstanding curriculum.• Lead the development and review of agreed aspects of the curriculum and the development of a creative and appropriate curriculum for all pupils.• Lead on a core subject as expected by the EHT.• Model outstanding practice and be a leader others aspire to be.• Assist the senior leadership team in managing the school and ensuring management decisions are implemented.• Support the senior leadership team with the processes involved in monitoring and evaluating the policies and practices• Ensure awareness of and recognise need for evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards• Support inexperienced staff through modelling lessons of outstanding practice• Lead on high quality teaching, learning, assessment and provision both internally and across the partnership• You will motivate and work with others to uphold a shared culture and positive environment, which takes account of the diversity, Catholic values and experience of the school and the community.• To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum; |
| | Leading Strategically <ul style="list-style-type: none">• Think strategically• Model the vision and values of the school. |
| | Leading the Organisation <ul style="list-style-type: none">• Ensure the effective dissemination of information.• Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.• Be a proactive and effective member of the senior leadership team.• Positively support to the day-to-day effective organisation and running of the school.• To undertake any professional duties, reasonably delegated by the Head of School/Executive headteacher.• To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and reflects the distinctive characteristics of Catholic education.• Celebrating the progress and successes of pupils and staff regularly; ensuring that Catholic worship and prayer are core activities in the school. |

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| | <p>Leading people</p> <ul style="list-style-type: none"> • Listen, reflect and communicate effectively • Give feedback and provide support to improve performance. • Hold people to account and challenge underperformance. • Develop a culture of learning and continuous professional development. • Receive and act on feedback to build on strengths and improve personal performance. • Support the induction of new staff to the school. • Participate in the selection and appointment of teaching and support staff as appropriate. • Take responsibility and accountability for identified areas of leadership • Deputise in the absence of EHT or HOS. |
| | <p>Leading in the community</p> <ul style="list-style-type: none"> • Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers • Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties. • Support strengthening of partnership and community working. • Engage in partnerships including working with multi-agency teams. • Promote positive relationships and work with colleagues in other schools and external agencies. • Support events and opportunities to strengthen parish/school links and be a role model of upholding catholic values • Working effectively with governors to develop and promote this vision within a church context; demonstrating personal authenticity with respect to these aspects of leadership and being a role model for pupils, staff and governors/directors |

Leadership Point 5

Sustained and substantial performance of criteria which includes all L4 and below:

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| L5 | <p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> • Organise the delivery of training for support staff. • including planning, recording, reporting, assessment for learning • Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented. • Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards. • Have secure knowledge in ways of applying effective practice and research evidence to improve outcomes. • Actively promote and develop a whole school culture of best practise in teaching and learning. • Deploy technology to support teaching and learning. |
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| | <ul style="list-style-type: none"> • Work in collaboration with others to share the very best practice across the partnership • To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them; |
| | <p>Leading Strategically</p> <ul style="list-style-type: none"> • Think strategically, analytically and creatively. • Use research to support and challenge practice. • Work strategically with governing body. • Celebrate achievement and acknowledge excellence. |
| | <p>Leading the Organisation</p> <ul style="list-style-type: none"> • Contribute to regular reviews of the school's systems to ensure statutory requirements are being met. • Contribute to the day-to-day effective organisation and running of the school • Will present information about the performance of the school, or partnership to a range of audiences including governors, parents and carers. • To keep up to date with, and actively monitor, national, regional and local developments in the curriculum practice. • To support staff in the understanding of the intent, implementation and impact of the curriculum. • Be a role model of best practice in |
| | <p>Leading people</p> <ul style="list-style-type: none"> • Support SLT in ensuring a culture which encourages ideas and contributions from others. • Develop self-awareness, self-management and self- confidence and use effectively. • Negotiate and manage conflict, providing appropriate support. • Motivate, develop, empower and sustain individuals. • Lead the induction of new staff to the school. |
| | <p>Leading in the community</p> <ul style="list-style-type: none"> • Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties and be a model of outstanding practice in this area. • Take the lead on organising and implementing new initiatives to strength partnership working with parents/carers and external agencies. • Engage in school to school collaboration. • Support, lead and engage with external agencies and community events |

Leadership Point 6

Sustained and substantial performance of criteria which includes all L4, L5 and below:

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| L6 | Leading Teaching and Learning <ul style="list-style-type: none">• Assist with the organisation and delivery of training and support for staff.• Model an outstanding leader, which others aspire to be.• Take lead and ownership of the processes involved in monitoring and evaluating the policies and practices.• To lead on the design, development and delivery of an outstanding curriculum.• Capitalise on appropriate sources of external support and expertise.• Work in collaboration with others to lead on the very best practice to enhance the outcomes across the partnership• Be professional and maintain professionalism at all times• Collaborate with others across the partnership to ensure the very best outcomes for all learners• To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively; |
| | Leading Strategically <ul style="list-style-type: none">• Build a vision and communicate clear purpose and sense of direction.• Anticipate, lead and manage change. |
| | Leading the Organisation <ul style="list-style-type: none">• To manage and organise the school environment efficiently and effectively to ensure that it meets health and safety regulations.• To support staff in managing own workload effectively.• Implement clear and appropriate evidence-based improvement plans and policies and monitoring, evaluating and reviewing their effects.• Take a significant role in contributing to school self-review and using its outcomes, along with a range of other evidence, in monitoring and evaluating aspects of school life and completion of the School Evaluation Documents in conjunction with the Executive Headteacher/Head of School• Will present information about the performance of the school or partnership to a range of audiences including governors, Local authority, diocesan officer, parents and carers.• Engaging effectively with the local community, including churches and the diocese, for the benefit of children, young people and families; being visible and persuasive with a wide range of stakeholders; remaining competent and confident with all types of communication. |
| | Leading people <ul style="list-style-type: none">• Motivate, develop, empower and sustain individuals and teams. |
| | Leading in the community <ul style="list-style-type: none">• Take the lead in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.• Establish partnerships, including working with multi-agency teams. |

- Take a leadership role, within and across the community.
- Consult, engage and communicate with staff, pupils and parents to enhance children’s learning.
- Engage in cross phase working and transition issues.
- Be proactive in seeking opportunities to support work beyond the school and opportunities it provides.

Leadership Point 7

Sustained and substantial performance of criteria which includes all L4, L5, L6, and below:

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| L7 | <p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> • Work with the Executive headteacher and Head of School to raise standards through teacher performance management. • Lead on core subjects as expected by the EHT • Ensure our core offer is truly inclusive and there is flexibility to adapt the provision for the bespoke needs of individual pupils. |
| | <p>Leading Strategically</p> <ul style="list-style-type: none"> • Build capacity and achieve sustainability. • Deal with complexity and uncertainty. • Supporting the EHT and HoS in attracting, recruiting, inducting, developing and retaining high-quality staff; ensuring that all staff are challenged and supported to operate consistently in raising standards throughout the school on the journey towards an ‘outstanding’ Ofsted judgement; sharing leadership in thoughtful and effective ways; ensuring that all staff are committed to and supportive of the church school ethos; providing opportunities for the spiritual development and enrichment of staff. |
| | <p>Leading the Organisation</p> <ul style="list-style-type: none"> • As appropriate and under the leadership of the Executive headteacher, undertake activities related to professional, personnel/HR issues • To recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the school • |
| | <p>Leading people</p> <ul style="list-style-type: none"> • Support a wider community of leaders: subject leads, middle leaders, senior leaders • Mentor other senior leaders • Courage, and the ability to think and act independently to face challenges including poor performance and to take difficult decisions; preparedness to show sacrificial love towards others. • Commitment to the wellbeing of self and others; understanding wellbeing as it is understood in the full meaning of the term ‘shalom’; commitment to opportunities for spiritual renewal, eg diocesan retreats • |
| | <p>Leading in the community</p> <ul style="list-style-type: none"> • Develop and maintain contact with all specialist support services as appropriate • Develop opportunities for the school to engage in local, national and international incentives, initiatives and ideas |

Leadership Point 8

Sustained and substantial and high performance of **ALL** criteria which includes all L4, L5, L6, L7.

- Leadership 8 may specifically focus on specific key areas across the partnership

OTHER DUTIES

The Assistant Head should also carry out duties in accordance with and subject to the provisions of Education Acts 1944 to 2005 and any Orders and Regulations having effect thereunder and duties requested that are reasonable for the pay and experience of the individual

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

| CRITERIA | QUALITIES |
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| Qualifications and training | <ul style="list-style-type: none"> • Qualified teacher status • Degree • Professional development in preparation for a leadership role |
| Experience | <ul style="list-style-type: none"> • Leadership and management experience in a school • Teaching experience [A minimum of three years] • Involvement in school self-evaluation and development planning • Line management experience desirable • Able to lead middle and subject leaders to become effective leaders in their subject • Able to lead on core areas of the school • Ability to present high quality training for staff • Be able to present to all stakeholders • Essential to have sound knowledge of KS1 (inc, EYFS) and KS2 • Experienced in monitoring: Book Looks, Lesson Observations, Moderation and providing accurate and timely feedback • Senior or middle leadership experience • Be an excellent classroom practitioner • Be proactive and able to 'lead' with the Head of School, the School Priorities • Able to use data effectively and use this to support next steps • It is desirable to have excellent knowledge of SATs |
| Skills and knowledge | <ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school processes and systems • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Effective in leading on subjects • Desirable to have training or experience in recent Deep Dives • To understand the ECT framework and experience of mentoring ECTs • To have knowledge of the EYFS and the new framework • To be able to manage a school in the short term in the Head of School's absence |

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| Personal qualities | <ul style="list-style-type: none">• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.• To manage time• Be well organised and able to keep reports and provide feedback on a timely basis to other SLT and stakeholders |
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Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate