

St Gregory's

CATHOLIC SCHOOL



Assistant Headteacher – Head of Sixth Form

APPLICATION PACK

[Letter from Headteacher](#)

[About St Gregory's Catholic School](#)

[School vision and values](#)

[School intent statement](#)

[Role description](#)

[Job description](#)

[Person specification](#)

[Application process](#)

Kent
Catholic
Schools'
Partnership



'Academies in Christ'
Part of the Archdiocese of Southwark

Every child is known and loved

Letter from the Headteacher

Dear Prospective Candidate,

Thank you for your interest in this exciting opportunity to join our dynamic team of dedicated professionals striving to provide our students with the very best Catholic education possible.

Our mission is clear and profound: to provide every student in our care with a world-class Catholic education, ensuring they are embraced by our inclusive and loving community. At the heart of our educational philosophy is the belief that **every child is known and loved**. Inspired by the life of St Gregory, we strive to empower our students, teaching them to understand their own unique value and dignity. Through this understanding, they can recognise and realise their God-given potential.

We aim for our students to become servant leaders, guided by principles of empathy and integrity, making unique and positive contributions to society and the world. We hold ambitious expectations for our students and challenge them to strive for the very best they can achieve. We enable our students to take personal responsibility for their education and development, overcoming barriers and owning their actions so that they can be rightly proud of their achievements.

At St Gregory's, we are dedicated to creating a safe environment for our students so that they can be themselves with confidence. Clear expectations are provided, allowing them to flourish academically, emotionally and spiritually. Our commitment to truly knowing each student enables us to provide a nurturing atmosphere where they can grow and thrive.

Central to our educational approach is the emphasis on personal and spiritual development. Opportunities for prayer, reflection, and collective worship form an integral part of school life. Through these experiences, students gain a deeper understanding of themselves and their spiritual formation. We encourage them to reflect on their lives, their beliefs, and the unique role they play in the world around them.

By joining us, you will play a crucial role in shaping the educational journey of our students. We would be delighted to discuss how you could become a part of our dynamic community, where a commitment to excellence, inclusivity and the values of our Catholic tradition defines who we are.

Thank you for considering St Gregory's as the place to inspire and be inspired.

Sincerely,
Mike Wilson
Headteacher
St Gregory's Catholic School



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About St Gregory's Catholic School



St Gregory's Catholic School is a Catholic secondary school and part of the Kent Catholic Schools' Partnership (KCSP). KCSP is a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent and it currently comprises 28 academies of which 23 are primary schools and five are secondary schools.

A seven-form entry secondary school located in Tunbridge Wells, St Gregory's is a popular destination for pupils from its Catholic partner primary schools in Tunbridge Wells, Tonbridge and Sevenoaks. As an inclusive academy, its dedicated staff, helpers and governance committee members work hard to ensure that every student is supported and challenged to be their very best. Each individual is encouraged to grow spiritually and intellectually, so that unique and positive contributions can be made to society and the world.

In its most recent denominational inspection in June 2024, St Gregory's was judged as 'Outstanding' for Catholic Life and Mission and 'Good' for both Religious Education and Collective Worship and, in its latest Ofsted inspection in October 2024, the school was judged as 'Good' in all areas. At the heart of the report is recognition of the school's mission to ensure that 'every child is known and loved' inspectors highlighted a "warm and welcoming environment", where students feel valued, supported and able to thrive.

Every child is known and loved

School vision and values

Our Vision

We provide every student in our care with a world-class Catholic education, welcoming them into our inclusive and caring community in which **every child is known and loved.**

We teach students to understand their own unique value and dignity, so they may recognise and realise their God-given potential and, inspired by the life of St Gregory, we empower them to approach the opportunities of their education with vigour. We aim for our students to adopt the role of servant leaders, acting with empathy and integrity to make unique and positive contributions to society and the world.

St Gregory's ALIVE values:

Ambition

Rooted firmly in Catholic teachings, we aim to nurture and guide our students to fulfil their God-given potential so they may achieve success. We support this by providing extensive opportunities in our students' education that include academic, co-curricular, personal and relationship guidance, as well as providing strong role models and teaching moral and ethical values.

Leadership

We strive to be a community of servant leaders, where individuals gain a clear sense of self and purpose, knowing their values and using these to guide how they enrich the community in which they belong.

Integrity

We teach our students to value honesty and have strong moral principles, using their discernment to govern their actions and take responsibility for their choices.

Vigour

Inspired by the life of St Gregory, we empower our students to work with vigour, so they approach all activities and opportunities with effort, energy and enthusiasm.

Empathy

We aim for our students to understand and value the feelings of others and for them to know they are loved and celebrated irrespective of their differences. We also give them the confidence to celebrate their own differences.

Every child is known and loved

School intent statement

Our school is a community centred on the Catholic ethos that strives for excellence, and teaches students the knowledge, skills and attributes they require to be effective 'life-long learners'. Students are happy and fulfilled, because they are nurtured in an environment where they are cared for, known and loved, and encouraged to be unique individuals. We pride ourselves on educating students academically, morally and spiritually, to go out into the world as socially responsible and successful individuals who have a strong sense of how they will use their skills and talents to make the world a better place. We do this by providing a curriculum rich in knowledge and skills, focused on strong relationships which encourage shared values and mutual respect.

At St Gregory's we develop young people who think deeply, are knowledgeable and are informed because they understand how to learn and the value of learning. Students make and articulate informed judgements, hold discussions and show compassion and empathy that enables them to make considered decisions and partake fully in wider society. St Gregory's underpins the Kent Catholic Schools' Partnership vision of a rich, child-centred curriculum that fosters a love of learning.

Our ambitious curriculum carefully sequences learning, so that students learn and apply knowledge and skills which are enhanced further with an exciting diversity of enrichment activities. We strive to provide world-class opportunities for our students, and seek to develop the 'whole person'. Our carefully considered curriculum is well planned, well-structured and thoughtfully sequenced, so that long term learning builds. Memory is fundamental and is developed by students thinking hard to retrieve knowledge, spacing concepts and skills in each subject, and interleaving them throughout the curriculum.

With Christ's love at the centre of all that we do, our curriculum aims to develop young people who:

- Are happy and feel fulfilled
- Are curious, enjoy learning and have high expectations for themselves and are ambitious for their futures
- Act as positive role models, guiding others by example
- Can make and articulate informed decisions and take responsibility for themselves
- Approach activities with effort and commitment, showing resilience and perseverance
- Demonstrate respect, compassion and empathy towards the beliefs and values of others

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Job description

Job Title:	Assistant Headteacher – Head of Sixth Form
Salary Grade:	L12 – L16
Hours:	32.5 hours/week, 1 FTE
Line Manager:	Deputy Headteacher

We are seeking to appoint an inspirational leader to join our Senior Leadership Team as **Assistant Headteacher – Head of Sixth Form**. This is a key strategic role, leading all aspects of our thriving Sixth Form provision, ensuring excellence in academic standards, personal development, and pastoral care.

We create an environment where our staff can thrive and enjoy the work that they do which enables our young people to flourish, gain confidence, achieve and be happy. We have a reputation for being a very caring environment and we have a great record for investing in staff training and development.

Benefits of working at St Gregory's Catholic School

- A supportive and caring working environment for staff and students
- Training opportunities are provided for all staff
- Participation in overseas and UK school residential trips.
- Generous Pension scheme for all staff.
- Access to Kent Rewards which offers a range of local and national discounts in shops and health clubs, as well as discounts on travel, insurance and Kent Adult Education courses.
- Flu vaccination reimbursement.
- Eye test subsidy.
- Employee Assistance Programme which offers confidential, practical and emotional support including financial guidance, legal enquiries, counselling, and additional support services.
- State of the art Fitness Suite for staff to use free of charge.
- Chapel with opportunities for collective prayer and reflection, welcoming to those of all faiths and none and the opportunity for support from our Chaplain.



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Job description

Introduction

St Gregory's Catholic School is a Catholic secondary academy and part of the Kent Catholic Schools' Partnership (KCSP), a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent. The school has been designated as a school with a religious character. 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 Southwark. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The role of Assistant Headteacher therefore requires a person who can show by example and from experience that he or she will work with the Headteacher to ensure that the school is distinctively Catholic in all its aspects.

In carrying out his/her duties the Assistant Headteacher shall consult with the Headteacher, the Academy Committee, KCSP Executive Team, the staff of the school, the parents of its pupils, the parish(es) served by the school and key leadership contacts at St Gregory's Catholic School.

This job description is based on the key areas identified in the Headteachers' standards 2020 published by the Department for Education (2020). It recognises the role of the Assistant Headteacher in sharing responsibility for the leadership of the school.

The core purpose of the Assistant Headteacher is to assist the Headteacher to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Archdiocese of Southwark. Therefore, the postholder must be able to show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects.

Ethics and Professional Conduct

Academy Senior Leaders, including this post of Assistant Headteacher, are expected to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

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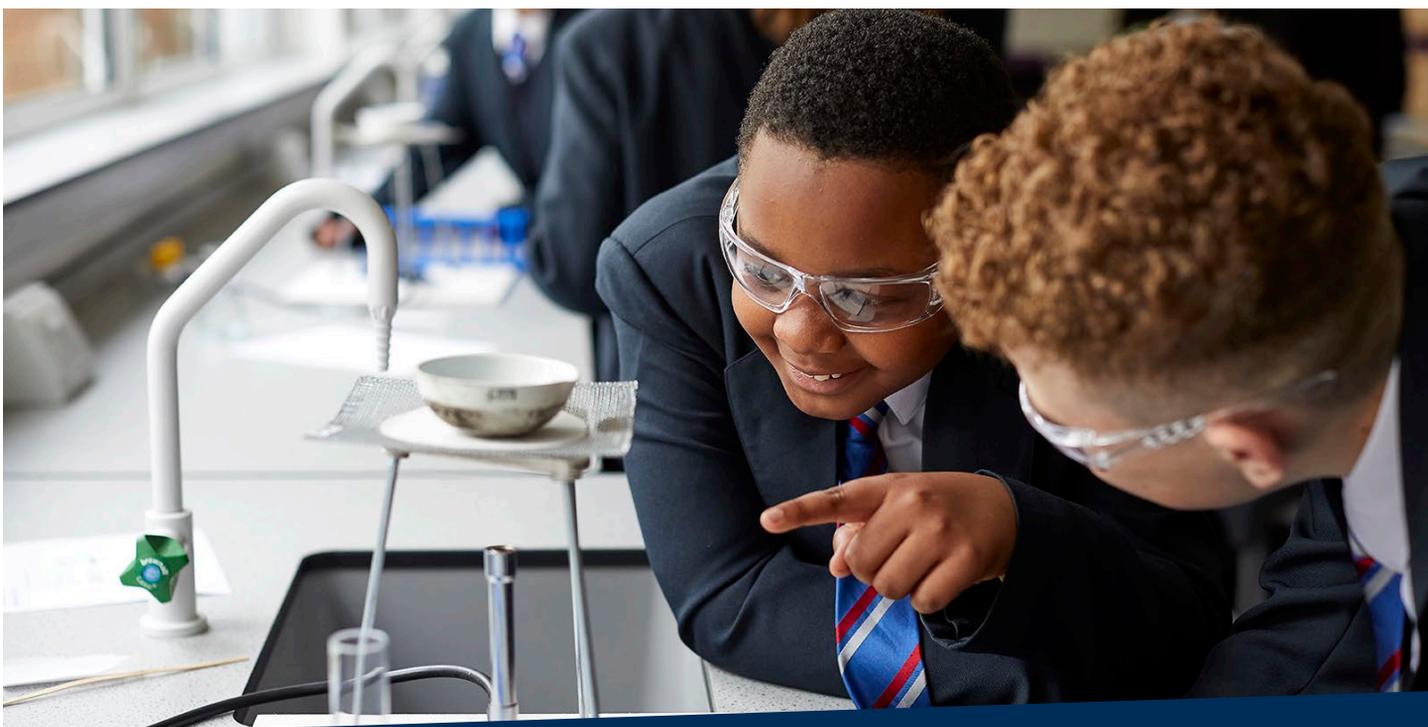
Job description

Assistant Headteacher uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Assistant Headteacher:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Assistant Headteacher:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system



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Job description

General Senior Leadership Responsibilities:

1		Catholic Ethos
1.1	Leading by Example	Act as a role model for students and staff in the respect and traditions of the Catholic faith by: <ul style="list-style-type: none"> • leading prayer at appropriate times • linking messages to the Gospel where appropriate • championing the gospel values • maintain an up-to-date understanding of the requirements of Catholic Education • support the work needed to secure Outstanding denominational inspection outcomes (particularly in Catholic Life and Collective Worship)
1.2	Collective Worship	Assist in the planning and running of liturgical services, Masses and other collective worship opportunities such as assemblies.
1.3	Catholic Life	Work with the SLT to ensure the school continues to develop the opportunities and rich experiences that students and staff have to celebrate our Catholic Life.

2		Duties
2.1	Morning, Break, Lunch and After School	Support and supervise duties required at various points in the day in conjunction with other colleagues and SLT on rota.

3		Line Management
3.1	Meetings	Provide routine, regular challenge and support for subject leaders (assigned to you annually) in the form of line management meetings and ensure all associated paperwork is completed
3.2	Curriculum Planning & Sequencing	Hold subject leaders to account for curriculum planning and sequencing, ensuring there is routine evaluation of: <ul style="list-style-type: none"> • the curriculum intent • sequence of teaching • knowledge organisers
3.3	Quality of Teaching	With Subject Leaders monitor the quality of Teaching in their subject area and support any necessary CPD or intervention.
3.4	Personnel matters	Liaise with the subject leaders to maintain optimum staffing arrangements, escalating serious concerns as necessary to the Headteacher. Ensure that subject leaders set a collaborative and positive staff culture within their departments, intervening appropriately where there are issues with this.
3.5	Progress of students	Ensure Subject Leaders provide and analyse data derived from formative and summative assessments conducted within the subject area and take appropriate action to improve outcomes.
3.6	Departmental Improvement	Approve Departmental Improvement Plans to ensure they are ambitious, but realistic and that ensure the actions are implemented and lead to improvement.

Job description

4 Policies & Procedures		
4.1	Policy Review & Management	Engage with assigned policies and ensure they are shared with staff, reviewed in line with their review cycle and prepared for consideration by the Academy Committee (AC) and Executive Governing Committee (EGC).
4.2	Staff Handbook and associated procedures	Lead on assigned areas of the staff handbook and ensure this is kept updated and appropriately shared with all staff.
4.3	School Website	Lead on updating and evaluating the quality of assigned pages within the school website, ensuring they provide quality, clear content for all stakeholders.

5 Behaviour Management		
5.1	Quality Assurance Rota	As agreed with the Headteacher, undertake routine patrols of the site to provide behaviour support for all teaching staff
5.2	General behaviour management	Uphold the behaviour policy of the school, ensuring that policies and procedures are consistently applied and demonstrating extremely high expectations of the conduct and uniform of all students. There may be occasions that require intensive investigation and correspondence with pastoral teams in order to resolve serious incidents.

6 Event Coordination		
6.1	School Calendar	Ensure events (assigned to you or your line management area annually) are appropriately calendared in good time at key planning meetings.
6.2	Planning	Plan events (assigned to you or your line management area annually) in good time and ensure all stakeholders are aware of details and requirements necessary to make the event successful.
6.3	Evaluation	Routinely evaluate events (assigned to you or your line management area annually) to continually improve these for future dates.
6.4	Marketing & Publicity	Provide a brief report including photographs/video (where appropriate for inclusion in any marketing and publicity for the school.

7 Contribution to meetings		
7.1	Preparation	Be appropriately prepared for any senior leadership meetings, liaising with the Academy Principal about requirements and timing of any presentation or discussion.
7.2	Timekeeping	Work with the rest of the SLT to follow the prescribed times of agenda items in order to facilitate the smooth operation of all SLT meetings.
7.3	Protocol	Work with the SLT to ensure that protocol required to ensure meetings run smoothly and professionally. (It is very important that each member of SLT invites and provides challenge in a respectful way.)

Job description

8 Planning and Evaluation		
8.1	Individual Action Plans	Prepare appropriate Individual Action Plans for items in the School Improvement Plan and ensure these are used to drive the required improvements.
8.2	Academy Principal's Report	Report on assigned areas in the Academy Principal's Report as required by the Academy Principal.
8.3	Self-Evaluation	Assist in systematic evaluation of the school's performance, taking the lead in specialist responsibility areas.

9 Innovation		
9.1	Research	Undertake research into best practice in school leadership nationally and internationally, sharing interesting developments and findings with the SLT.
9.2	Developing systems	Jointly review school systems with SLT to seek new and more effective and efficient ways to provide world class education to our pupils.

10 Ongoing CPD and Commitment to High-Quality Teaching		
10.1	CPD	All senior leaders will be committed to life-long learning and will model an enthusiasm for continual professional development which inspires others. They will be committed to improving their own performance, effectiveness and efficiency.
10.2	Teaching	Teaching must remain a fundamental priority and wider responsibilities of senior leadership should not detract from the quality of teaching. It is an expectation that senior leaders act as role models of excellent classroom practice and inspire other teachers with their commitment to this.
10.3	Use of IT and Software Systems	Maintain up-to-date knowledge of ICT tools and systems and skills to ensure efficiency.

11 Resource Management and Financial Awareness		
11.1	Budget Management	Manage resources and budgets appropriately and hold those you line manage to account for the same. Be aware of the implications on whole-school finances.
11.2	Value for Money	In all financial decisions, be mindful of the need to use funds in a way that delivers maximum value for money.

Job description

Specialist Responsibilities:

1		6 th Form Curriculum
1.1	Curriculum Intent	<p>Work with Assistant Principal - QofE - Intent and subject leaders to:</p> <ul style="list-style-type: none"> develop clear curriculum intent statements for Post-16 detailing why the curriculum is structured the way it is. carefully map the knowledge and skills expected at the key points in the 6th form articulate the sequence in which the curriculum is delivered in the 6th form. This includes having a cross-curricular overview to maximise links across subjects. shape and deliver the optimum staffing structure
1.2	Curriculum Implementation	<p>Work with Assistant Principal – QofE - Implementation to monitor the implementation of the curriculum including the quality of teaching and learning within the 6th Form</p>
1.3	Curriculum Impact	<p>Work with Assistant Principal – QofE - Impact and subject leaders to:</p> <ul style="list-style-type: none"> track the progress data of 6th form students analyse this to ensure that students are making the progress expected of them report progress to students and parents provide updates about student progress to the Academy Principal and Academy Committee Embed appropriate PiXL6 initiatives to improve student progress and evaluate these appropriately

2		Strategic Leadership of Transition for KS5
2.1	KS4-5	<p>Work with the Head of Year 11 to ensure that:</p> <ul style="list-style-type: none"> all students receive Impartial Advice and Guidance about their post-16 options key information events are available to all Year 11 pupils and their parents PSHE programmes contain well planned information and guidance about post-16 options all necessary letters are sent and surveys completed those who require additional support and guidance receive it queries, concerns and complaints are dealt with appropriately
2.2	Post-19	<p>Work with Careers Coordinator, 6th Form Pastoral Team, university links, employers and apprenticeships to:</p> <ul style="list-style-type: none"> provide impartial Advice and Guidance encourage and manage University applications establish strong links with university, especially those in the Russell Group and Oxford and Cambridge. Develop links with apprenticeship providers and employers and ensure opportunities are well-communicated to students Coordinate support for students completing their UCAS applications

Job description

3	Character Education in 6th Form	
3.1	Personal Development	Design and evaluate a curriculum of personal development for Year 12 & Year 13 to develop their ability to become excellent students.
3.2	Resilience & Confidence	Ensure the curriculum and the teaching develop confidence and resilience in the sixth form students
3.4	Volunteering & Service	Provide opportunities for students to engage in volunteering and service opportunities by encouraging uptake in programmes such as DofE, Faith in Action, NCS, etc and by encouraging them to pursue their own opportunities to do this.
3.5	Pillars	Champion the pillars of the school in the sixth form and encourage string participation in all of them. Work with other members of SLT and the prefects to recognise those 6 th form students who achieve in each pillar.
3.6	Equality	Actively remove barriers to participation. Promote participation from all backgrounds and encourage a culture of belonging. Ensure the character education suits all students but also challenges them.

4	Pastoral Care of 6th Form	
4.1	Oversight of pastoral team	Mange the 6 th Form team to provide world class pastoral care for the students in Year 12 & Year 13.
4.2	Behaviour analysis	<ul style="list-style-type: none"> Monitor behaviour statistics and intervene appropriately where required. Report to the Academy Principal statistics, key observations and trends and suggest appropriate actions.
4.3	Reducing absence	<ul style="list-style-type: none"> Monitor Year 12 & Year 13 absence statistics and intervene appropriately where required. Report to the Academy Principal statistics, key observations and trends and suggest appropriate actions.
4.4	Mental Health & Wellbeing	Evaluate mental health and wellbeing of the 6 th form including provision of counselling and other interventions ensuring we are achieving the best value for money. Provide usage statistics for mental health interventions and assess their impact.

5.	Careers & Aspirations	
5.1	Destinations	<ul style="list-style-type: none"> Work with the Careers Lead and use 6th Form students and alumni to develop an aspirational culture from Year 7 which engages all students in futures thinking, particularly promoting awareness of the benefits of university study. Establish strong links with university, especially those in the Russell Group and Oxford and Cambridge.
5.2	Apprenticeships & Employers	<ul style="list-style-type: none"> Ensure apprenticeship providers and employers have access to the School to share opportunities with all pupils Work with the Careers Lead to organise an annual "Careers Convention" and a rolling programme of careers talks which give 6th form students access to employers

Job description

6		More Able Pupils
6.1	Awareness	<ul style="list-style-type: none"> • Ensure all staff are aware of the More Able Pupils in the school • Ensure all staff know about the importance of providing stretch and challenge for these pupils • Research and share best practice in securing the best outcomes for More Able Pupils
6.2	Tracking & Intervention	<ul style="list-style-type: none"> • Ensure all More Able Pupil data is tracked and evaluated and all staff are aware of how this data is tracked • Ensure that More Able Pupils who are not performing as expected are intervened with appropriately to remedy this • Ensure that all departments have clear plans to stretch and challenge More Able Pupils through careful planning in the curriculum
6.3	Pupil Voice & Opportunities	<ul style="list-style-type: none"> • Ensure More Able Pupils are provided with regular opportunities to share their thoughts about their academic experience • Research and secure opportunities to enrich the curriculum for More Able Pupils

7		Prestigious Academic Pathway (PAP)
7.1	Strategic Leadership of the Prestigious Academic Pathway	<ul style="list-style-type: none"> • Identify and induct the first PAP cohort from Year 7 each September, ensuring fair and transparent selection. • Lead the design, planning, and delivery of the PAP curriculum, including seminars, extended projects, and enrichment activities. • Establish and sustain the PAP identity through visible recognition (e.g., scholar badges, publications, awards).
7.2	Raising Achievement of PAP Students	<ul style="list-style-type: none"> • Ensure PAP students consistently achieve top academic outcomes, with strong progress from their starting points. • Develop strategies for stretch and challenge across the curriculum, working with subject leaders to embed high expectations in every classroom. • Lead targeted interventions for students preparing for Oxbridge, Russell Group universities, and other competitive academic progression. • Monitor and track attainment and progress of PAP students, reporting regularly to SLT and Governors.
7.3	Partnerships and External Links	<ul style="list-style-type: none"> • Build relationships with universities, professional bodies, and cultural institutions to enrich PAP provision. • Organise guest lectures, mentoring opportunities, and academic competitions. • Strengthen links with alumni to inspire current students and create pathways for advice and guidance.
7.4	Staff Development	<ul style="list-style-type: none"> • Deliver training and CPD on stretch and challenge, Oxbridge preparation, and super-curricular opportunities. • Support middle leaders in raising ambition and academic standards across their areas.

Person Specification

	Criteria	Essential / Desirable
Faith Commitment	Understanding of the distinctive nature of a faith school	D
	A practising Catholic	D
Qualifications	Graduate qualification in the Subject or equivalent	E
	Qualified Teacher Status	E
	Experience of teaching the subject to G.C.S.E level and the ability to teach to A level	E
Knowledge & Experience	Previous senior leadership experience	D
	Ability to organise and prioritise workload and work on own initiative	E
	The ability to work constructively as part of a team, understanding School roles and responsibilities and the post holder's position within these	E
	Ability to communicate well in writing and face to face to all stakeholders	E
	Demonstrable experience of improving successful student outcomes in the last three years	E
	Producing high quality experiences and outcomes for students	E
Skills, Qualities & Abilities	Experience as Tutor and/ or pastoral work	E
	Empathy with pupils	E
	Ability to use ICT effectively	E
	A commitment and understanding of the use of ICT within the curriculum	E
	Excellent communication skills	E
	Excellent interpersonal skills	E
	Excellent organisation skills	E
	Dedication	E
	Ability to remain positive and enthusiastic when working under pressure	E
Ability to organise work, prioritise tasks, make decisions and manage time effectively	E	



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Application process

You are welcome to contact HR at HR@sgschool.org.uk if you would like to visit the school before submitting an application.

For ease of applying, we are happy to accept applications directly via Kent-teach using [CLICK HERE](#)

Should you be shortlisted for interview, additional information may be requested at that time.

Closing date for applications: 13 October 2025 at 09:00 am

Interview date: Week commencing 13 October 2025

Start date: January 2026

All applicants need to have the Right to Work in the UK to be considered for this role. This vacancy may close on or before the specified closing date depending on the volume of suitable applicants. If you are unsuccessful, we will contact you accordingly

Safer Recruitment

St Gregory's is committed to safeguarding and promoting the welfare of children and this position is subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. We are an equal opportunities employer.

Candidates will be subject to an online search if shortlisted. The search will not form part of the shortlisting process itself and shortlisted candidates will have the chance to address any issues of concern that come up during the search at interview.



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