



Deputy Headteacher Vacancy

Leadership Group Spine Points 22 - 26

Application deadline 20th March 2023 | Start date 1st September 2023

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

whatever they do

prosper.

Psalms 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Deputy Headteacher**. This vacancy will provide the successful candidate with the opportunity to work in an **Outstanding** 11-18 Church of England high school (SIAMS 2016-17).

As the sole deputy, the successful applicant will have a wonderful opportunity to shape the strategic direction of a highly respected school in addition to securing operational experience of all aspects of school leadership. The position will be of particular interest to those with the ambition and drive to aim for a future position of headship in a church school.

This is an exciting time in the development of St Christopher's. We anticipate considerable interest in this senior role, and we look forward to making a strong appointment. An early application is encouraged.

The successful candidate will join a joyful, flourishing and thriving community. The staff are hard-working, reflective, and collegiate in approach. Our pupils are a delight and parents are supportive and appreciative. We are heavily oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 800 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

The successful candidate will be supported by a strong, dedicated senior leadership team and a talented staff. The school also benefits from an active and informed governing body (trustees) who have the needs of the pupils as their top priority.

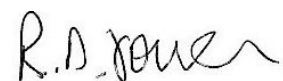
The application form should be completed electronically and emailed to **head@st-christophers.org**, marked for the attention of Mrs Walsh, my PA. It should be accompanied with a supporting letter of not more than three sides of A4 paper, in 11-point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for St Christopher's.

The closing date for applications is **Monday 20th March (midday)** and interviews are scheduled for the **28th and 29th March**.

If you would like to find out more about the school or position, or to organise a visit, I encourage you to email my PA at the above address.

I took up my present position at St Christopher's in September 2013 and know all too well the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



Canon R D Jones
Headmaster



"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester and North Yorkshire are all within a 30-40-minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 750 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 78 teachers and 10 teaching assistants. The Senior Leadership Team is substantively the Headmaster, one Deputy Headteacher, one Senior Assistant Headteacher, two Assistant Headteachers, and the school Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning, with an increasing focus on retrieval and metacognition. All classrooms are equipped with interactive whiteboards and access to laptop computers. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well. This year over 80% Year 11 pupils gained 5+ GCSE passes at grades 9-4, including English and mathematics. Our Sixth Form, which opened in 2010 and now has nearly 300 students studying A-level, achieved impressive results, with 87% of students gaining A*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of learning styles are used to ensure that all pupils are engaged and able to progress. We believe that pupils learn best when working collaboratively so pupils are taught in mixed ability classes for many subjects from the beginning of Year 7.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our enrichment programme which takes place on Wednesday afternoons. A wide range of options are available including pre-professional work experience, sports academies, archery and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in the last year, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual. Teaching staff are ably supported by a knowledgeable and well-qualified wellbeing team.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy and Head Girl. Pupil Voice is important at St Christopher's and we have an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2016) the school was judged Outstanding in all areas.

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with a number of Outstanding areas. Inspectors reached some telling judgements.

- **'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'**
- **'Pupils' attendance is excellent.'**
- **'The work the school does to keep pupils safe is exemplary.'**
- **'The behaviour of pupils is outstanding.'**
- **'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'**
- **'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'**
- **'Attainment is at record levels.'**

This assessment was confirmed during a short inspection in March 2022 with the report commenting that both pupils and staff are happy to be part of the St Christopher's community, one where 'the school's values weave through all aspects of school life.'

We all work hard to ensure that every child at St Christopher's is known, supported and challenged. In the words of one of our former students –

"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."

School Improvement Plan Priorities: 2022-23

1. Knowing what it is to be fully alive

a) KEY PRIORITY: Pupil attitudes and standards of behaviour

To ensure that all pupils behave appropriately and conduct themselves in a manner which reinforces the school's high standards and strengthens its reputation. This priority will reflect well on the school's deeply Christian vision which places the cultivation of loving relationships at the heart of all that we do.

b) Pupil wellbeing and attendance

Continue to support pupils who have been adversely affected by the emotional impact of COVID-19 by providing strong levels of wellbeing support in a manner which is highly appropriate and fully utilises the skills of the school's wellbeing team. Attendance rates to return to pre-pandemic levels, including a reduction in persistent absenteeism.

c) Teacher Professional Development

Ensure that all teachers (including ECTs) have sufficient specialist subject knowledge and an understanding of current thinking around metacognition and learning in order to provide a subject curriculum which contributes well to the overall quality of education and is evident in Schemes of Learning and the day-to-day delivery of lessons.

d) Development of Senior Leaders

Support and develop the new team of senior leaders (core and extended SLT), ensuring that all are highly effective in delivering an outstanding quality of education (purpose, provision and performance), supporting the school and offering expertise in a nominated area. Senior leaders will act professionally and seek to serve the interests of the school at all times. The strength of the leadership team will help to secure the overall improvement of the academy.

2. Learning how to live well together

a) KEY PRIORITY: Multi Academy Trust membership

To confirm the strategic direction of the school and agree the operational milestones for multi academy trust membership. These plans will involve close collaboration with other diocesan secondary schools with the intention of establishing a new strong church led MAT. The new MAT will be founded in such a way as to ensure that the educational offer is deeply and distinctly Christian as well as promoting greater financial stability, quality of governance and the promotion of educational standards.

b) Budget management

To continue to manage a challenging, albeit rapidly improving financial situation in a manner which reflects well on a Church school. Action will result in a second year with a significant surplus and a marked reduction in the cumulative deficit.

c) Preparation for SIAMS

To ensure that the school is fully prepared for its SIAMS inspection. Preparations will ensure that the completed self-evaluation accurately captures the breadth and depth of the quality provision evident in all aspects school life, and all members of staff will be clear about the way in which they can help to secure a strong outcome.

d) Pupil development and character

To promote pupil development through a wider and coordinated offer of extra-curricular opportunities which develop and stretch pupils' talents and interests. This offer will be planned, wide, rich and include strong rates of participation from disadvantaged pupils.

3. Securing wisdom and understanding

a) KEY PRIORITY: Further promotion of reading

Explicit promotion and encouragement of age appropriate reading across all subjects and targeted support for the small number of pupils who have not developed sufficient fluency, accuracy and confidence in reading.

b) Closing gaps

To accurately identify gaps in learning and to make timely and targeted interventions to address these gaps, making best use of the additional funding available. Particular attention to be paid to our most vulnerable pupils in all year groups, including CLA, SEND and PP and intervention informed by best practice.

c) Curriculum Provision: Schemes of Learning

To ensure that Schemes of Learning are operational across all key stages. These will fully articulate a subject's statement of Purpose, complement the school's Purpose, inform teaching and accurately reflect the day-to-day delivery of lessons. Progress against this priority will ensure that the curriculum is embedded consistently and securely.

d) Outstanding academic progress

Ensure increased rates of progress for disadvantaged pupils and students (SEND, PP, CLA) and improving rates of progress in all subjects. Progress in this area will reflect well on the quality of the curriculum.

"St Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."

JOB DESCRIPTION

This appointment is with the Governing Board of the school under the terms of the National Society contract signed with the Governors as employers. This job description reflects the National Standards of Excellence for Headteachers (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers and other senior leaders. The appointment is subject to the current conditions of employment of senior leaders, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation including that of the Department for Education, and the terms of the National Society contract.

Job Title: Deputy Headteacher
Employer: St Christopher's CE High School
Salary: Teacher's Leadership Scale L22-26
Accountable to: Headmaster

Main purpose of the role

To deputise for the headmaster as and when required, contribute to the implementation of the school vision and the strategic plan to ensure continuous improvement across all areas of the academy, to contribute to the leadership and development across all aspects of the academy, to monitor, support, and hold to account staff in their day-to-day working and forward planning, to work closely and collaboratively with other members of the leadership team, and reinforce the deeply Christian identity of the school as it seeks to serve the common good.

Main areas of responsibility

Quality of education - pupil progress

To ensure that the progress of all pupils is monitored carefully, and that underachievement is identified early and successfully addressed.

- Develop further the existing arrangements for the monitoring of pupil progress and achievement
- Lead the analysis and application of data
- Lead the initiation and evaluation of targeted intervention
- Work closely with heads of department to develop strategies to promote pupil progress
- Ensure that the principles of formative assessment are understood by all staff and applied in a way which maximises progress
- Organise pupils into appropriate ability sets and review this arrangement appropriately
- Promote pupil behaviour which is likely to result in further improvements in achievement

Quality of education - curriculum design and provision

To ensure the continued development of an appropriate and viable curriculum which meets the needs of all pupils and students.

- Develop a balanced and appropriate curriculum which implements the school's sense of purpose and intent, and meets all statutory requirements
- Produce a workable timetable for all year groups and teachers which optimises the use of staff expertise and classroom space
- Devise a timetable which offers value for money and supports the delivery of a deep and rich curriculum
- Monitor, evaluate and report on the financial impact of the curriculum

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- Provide students with the necessary information, advice, and guidance to prepare for their subject choices at 14
 - Decide and publish post-14 course criteria and organise the programme of pupil subject selection
 - Ensure that heads of department play an increasing role in the practical development of the timetable

Other specific areas

(Some of which may be negotiable depending on the specific skills of the successful candidate)

- Line manage three core subject areas, and admin support staff
- Act as the school's Educational Visits Coordinator
- Oversight of arrangements for public and school examinations
- Lead assemblies/worship
- Teach as appropriate

Other general areas

- Collaborate as a member of the Senior Leadership Team in order to realise the shared vision of our Church school, the implementation of the Code of Conduct and school policies.
- Be a visible presence around the school, promoting positive behaviour and ensure the smooth day-to-day running of the school.
- Ensure that all areas of responsibility prepare appropriately for external inspections and scrutiny.
- Instil an ethos of high expectations for pupil behaviour, attendance, by expertly managing pupil behaviour and modelling for other staff what is expected.
- Demonstrate a passion for education by reading widely, thinking deeply, engaging in research, and taking responsibility for professional development.
- Maintain professional confidentiality inside and outside the school.

This job description will be reviewed regularly and may be changed, in consultation with the post-holder, to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

THE TEN DOMAINS OF HEADSHIP

The Ten Domains of Headship related to the role of Deputy Headteacher

Domain One: School culture

In a Church school, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the school's Christian aims. The Deputy Headteacher, will work with the Headteacher to ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Anglican identity through the search for excellence in all areas of this work. In order to provide an efficient, effective and safe Christian learning environment, the Deputy Headteacher will work with senior colleagues and staff to:

1. establish and sustain the school's distinctively Christian ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
2. create a culture where pupils experience a positive and enriching school life reflecting the Anglican foundation of the school
3. uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
4. promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
5. ensure a culture of high staff professionalism

Domain Two: Teaching

In an Anglican school the Headteacher leads a learning community rooted in the belief and principles of the Established Church. The search for excellence is given expression in a vision for learning and teaching which recognises pupils' individual worth and enables them to flourish 'I have come so that they may have life and have it abundantly.' John 10:10 LEB

Within the school's Christian ethos and senior leadership team the Deputy Headteacher will:

1. establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn taking full account of the school's Church of England foundation.
2. ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
3. ensure effective use is made of formative assessment

Domain Three: Curriculum and assessment

Acknowledging the richness and diversity of the school's communities, its Christian ethos, the curriculum will be based on Gospel values, the teaching of Jesus Christ and the vision of the Established Church, the Deputy Headteacher will work under the direction of the Headteacher to:

1. ensure a broad, structured and coherent curriculum entitlement reflecting the Church foundation of the school which sets out the knowledge, skills and values that will be taught, makes secure arrangements for the daily Act of Collective Worship, the spiritual life of implementation of the diocesan policy for Religious Education
2. establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
3. ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading
4. ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Domain Four: Behaviour

Within the school's Christian ethos which embraces differences and provides dignity and respect for all, the Deputy Headteacher will:

1. establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
2. ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
3. implement consistent, fair and respectful approaches to managing behaviour
4. ensure that adults within the school model and teach the behaviour of a good citizen

Domain Five: Additional and special educational needs and disabilities

Working in a spirit of collaboration to secure Christian principles of equity and entitlement and the school's Christian ethos, under the direction of the Headteacher the Deputy Headteacher will:

1. ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
2. establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
3. ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional need and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
4. ensure the school fulfils its statutory duties with regard to the SEND code of practice

"I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help."

THE TEN DOMAINS OF HEADSHIP

Domain Six: Professional development

Within the school's Christian ethos, the Deputy Headteacher will support the Headteacher to:

1. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
2. prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
3. ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally and diocesan recognised career and professional frameworks and programmes to build capacity and support succession planning

Domain Seven: Organisational management

Working within the school's Christian ethos, under the direction of the Headteacher, the Deputy Headteacher will:

1. ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
2. prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds, the school's sustainability and its Christian character
3. ensure staff are deployed and managed well with due attention paid to workload.
4. establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
5. ensure rigorous approaches to identifying, managing and mitigating risk

Domain Eight: Continuous school improvement

Within the context of ambitious expectations, developing resilience the school's Christian ethos, and progressive strategies the Deputy Headteacher will work with the Headteacher to:

1. make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
2. develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
3. ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Domain Nine: Working in partnership

Working in partnership with others the Headteacher is responsible for the mission of the school in service to those of all faiths and none. The Deputy Headteacher will build relationships rooted in mutual respect, and at all times observe proper boundaries within the school's Christian ethos to:

1. forge constructive relationships beyond the school, working in partnership with parents, carers and the local, parish and Diocesan communities
2. commit to this outward facing school, working successfully with other schools and organisations in a climate of mutual challenge and support, to champion best practice and secure excellent achievements for all pupils.
3. establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Domain Ten: Governance and accountability

Critical to the role of headship is working with the governing body and others to create a shared Christian vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. As a member of the senior leadership team the Deputy Headteacher will:

1. understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
2. establish and sustain professional working relationship with those responsible for governance
3. ensure that staff know and understand their professional responsibilities and are held to account
4. ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

The applicant will be required to safeguard and promote the welfare of children and young people. The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to senior leaders.

PERSON SPECIFICATION

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

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

The appointing panel will use a combination of assessment tools to determine each candidate’s suitability and the extent to which the criteria have been met.

Criteria: **E** = Essential **D** = Desirable

Measured by: **A** = Application **I** = Interview **R** = Reference

A. Qualifications, Experience and Professional Development

Requirements	Criteria	Measured by
Qualified Teacher Status	E	A
A good honours degree	E	A
Evidence of recent and substantial CPD relevant to the post	E	A
Successful completion of appropriate NPQ or other relevant qualification	D	A
Organising and leading the professional development of staff	D	A I R
Significant, successful leadership and management experience on a leadership team or as head of a large faculty	E	A I R
A track record of outstanding teaching and learning	E	A I R
A track record of raising levels of pupil attainment and rates of progress	E	A I R
Curriculum design and management	E	A I
Monitoring and evaluating the effectiveness of teaching and learning	E	A I
Effective allocation of resources	E	A I
Data analysis of pupil performance	E	A I
Excellent oral and communication skills, including public speaking	E	A I
Leading school worship to a high standard	E	A I
Teaching in more than one school	D	A

B. Professional Knowledge and Understanding of:

Requirements	Criteria	Measured by
Church schools	E	A I R
Current educational trends and issues, particularly those related to the curriculum	E	A I R
The principles and practice of effective teaching and learning	E	A I R
Principles, strategies and practice of school improvement and self-evaluation	E	A I R
The relationship between self-evaluation, performance management and continuing professional development	E	A I R
The importance of working in partnership, offering, and accepting appropriate support from others, including colleagues, governors, and those in other schools	E	A I R
Commitment to the implementation of the safeguarding and equal opportunities agenda	E	A I R

C. Personal Skills and Attributes

Requirements	Criteria	Measured by
Contribute to the development of the Christian life of our school community, including leading school worship	E	A I R
Practising and committed Christian	E	A I R
The ability to lead by example	E	A I R
Inspire, challenge, and motivate teams and individuals	E	A I R
Build and maintain strong relationships with staff, pupils, and parents	E	A I R
Demonstrate personal and professional integrity	E	A I R
Demonstrate a capacity for sustained hard work with energy and vigour	E	A I R
Demonstrate resilience and optimism	E	A I R
Demonstrate impact and presence	E	A I R

Application Form and Supporting Statement

The application form must be completed in full. The supporting statement should be clear, concise (no more than three sides of font size 11) and related to the specific post in this Church school.

Confidential References and Reports

A reference from your current employer is an essential requirement of the application process.

“The school is a caring and inclusive community in which learners flourish as ‘children of God’.”



St Christopher's CE High School

Queens Road West, Accrington, Lancashire, BB5 4AY

 **01254 232 992**



www.st-christophers.org

