

St Philip Howard

CATHOLIC SCHOOL



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DEPUTY HEADTEACHER
RECRUITMENT PACK



LETTER FROM CHAIR OF GOVERNORS

On behalf of our students, staff, parents and Governing Board, I would like to thank you for your interest in the important and exciting post of Deputy Headteacher of St Philip Howard Catholic School.

SPH is a thriving school community, which champions each child, never settling for second best or becoming complacent in the work that we do. Whilst rated as 'Outstanding' by Ofsted in both 2016 and more recently in 2021, we know we have plenty of work still to do. As Deputy Headteacher of SPH you will play a pivotal role in this supporting the Headteacher and the Leadership Team to take the school forward to its next chapter.

As a founding member of the Bosco Catholic Education Trust, we benefit from working collaboratively with schools in the Trust. We also have excellent relationships with schools across the Diocese and locality, all of whom serve to help us reflect, learn and improve on our own practice.

We are seeking to appoint an inspiring, trustworthy and capable Deputy Headteacher, who has high aspirations and understands what it takes to remain an outstanding school and continue to improve.

As a reserved post in a faith school, the successful candidate will be a practising Catholic, an effective communicator, able to build teams and always be totally positive in upholding the highest possible moral and academic standards. Our Mission Statement: 'becoming the people God calls us to be' represents the catholic ethos of SPH.

We are looking for a talented and inspirational leader, who is keen to work with our dedicated and professional staff, enthusiastic students and supportive parents and governors in enabling our students to reach their God-given potential.

We believe that this post presents a wonderful challenge to the successful candidate. In return, we can offer excellent professional development opportunities and an inspiring network of schools and professionals to work with. You will receive unparalleled support in this opportunity for you to make a very real and meaningful difference to the life opportunities of children in our care.

We look forward to receiving your application and to learning what you would be able to offer the St Philip Howard Catholic School community.

We very much look forward to hearing from you.

Yours sincerely



Richard Meredith
Chair of Governors

LETTER FROM THE HEADTEACHER

Many thanks for your interest in the post of Deputy Headteacher.

I am Tim Hulse, the Headteacher of St Philip Howard Catholic School, which is part of the Diocese of Arundel and Brighton. I thought it may be helpful if I shared a few thoughts about the post and about the Catholic Education Trust

I feel very blessed to work at SPH, as well as having the opportunity to collaborate with some outstanding Catholic schools across Sussex and Surrey. SPH is a very special place to be. Whilst rated as 'Outstanding' by Ofsted and a top performing school in the County, we are far from complacent and know that we still have much to do to fulfil our potential to be the best school in the country, developing Kind, Happy and Well-Educated children. We are involved in several exciting projects: the Teaching School Hub, development of Bosco CET school-to-school support and Maths Hub projects. Your role as Deputy Headteacher will be fundamental to the success we make of these opportunities.

The support and development of you as a Deputy Headteacher would be a priority for me as Headteacher, helping you to flourish in your role, fulfil your potential and improve the life-chances of the children entrusted to our care. This is a reserved post and so only open to committed, practising Catholics. Whilst not imperative, I would suspect that the successful candidate will be someone aspiring to Headship; something that I would be whole-heartedly committed to helping you achieve.

At SPH we are blessed to be part of Bosco Catholic Education Trust which has been identified as the Trust to which any or all of the Catholic schools in Sussex can join should they wish. This presents us with a fantastic challenge and one, which if the right decisions are made, will lead to exciting developments and improvements across our schools. The trust is led with the values of St John Bosco at the heart of all that is achieved, with Respect, Understanding, Affection and Humour (RUAH) underpinning all relationships between key stakeholders.

If you already work in a Catholic school, then you will know they are special places in which to work. If you have never worked in a Catholic school, come and visit us to see what you've been missing out on! Please feel free to contact me at any time on 01243 558205 or email thulse@sphcs.co.uk if you have any questions, want to arrange a visit or initial conversation online.

In conclusion, this is a great opportunity to become a part of a successful school, looking to be even better!

Yours sincerely



Tim Hulse
Headteacher

MISSION STATEMENT

Our Mission Statement: *'Becoming the people God calls us to be'*

WHAT OUR STUDENTS ASK FOR IN A NEW DEPUTY HEAD



- Be firm but fair
- Be kind
- Work hard and believe in us
- Help us be the best we can be
- Set us high standards
- Encourage us
- Be loving and truthful
- Don't take yourself too seriously!

OUR COMMUNITY

Our Students

With a recently increased PAN of 180, SPH is a growing school which currently has 1,305 students on roll who come from far and wide but mainly from Barnham, Bognor Regis, Chichester, Arundel and Littlehampton. Some, however, come from as far as Portsmouth, Billingshurst and Worthing.

Our students get involved in a wide range of enrichment activities including sports, arts and music, and every effort is made to provide a diverse curriculum with stimuli to promote engagement. We have high expectations for all our students and standards of behaviour at the school are excellent (provided they are taught well!) and we are very proud of each and every one of them.



Our Staff

We are now a 7-form entry school with over 300 in the Sixth Form. We have a very keen, dedicated and enthusiastic team of professional staff. They are positive, hard-working and very supportive of one another. They really are our number one asset and we are committed to investing in their professional development to enable them to flourish in all that they do. The Catholic ethos of our school is central to all that we do, including developing and maintaining a nurturing and inclusive culture where all are encouraged to fulfil their God-given potential.



LIFE AT SPH

We would like to take this opportunity to give you a taste of 'Life at SPH' to help you decide if this is the right opportunity for you.

SPH is a co-educational 11-18 Catholic comprehensive school, which in April 2017 became an academy opening the Bosco Catholic Education Trust. The school and Trust's ethos is based on its Catholic character with supportive relationships and high standards being central to our work. As a consequence, both students and staff are happy, positive and enjoy their time at school – something we like to ask their opinion on regularly through surveys and student councils.

Academic standards at SPH are outstanding with students achieving very well at all levels. In recent years, GCSE progress scores have exceeded 0.7 with over 85% of students achieving 5 or more GCSEs at 4+. A-Level outcomes have been equally impressive, putting SPH top in West Sussex for non-selective Sixth Forms. Despite the fact that these results place us in the Top 10% nationally and the top school in Sussex, we have the belief that "getting better never stops!" We are determined to be outstanding in all aspects of our work as a school and pursue this goal relentlessly. There is a great team here at SPH; we are all determined to be the very best we possibly can be and would need this same attitude in our Deputy Headteacher.

A great deal of emphasis is placed upon extra-curricular life at SPH and outside the formal curriculum there are numerous opportunities for students to take part in a wide range of activities: drama, sport, music, exchanges, days of reflection, Duke of Edinburgh and trips, both nationally and internationally. Your commitment to this holistic and well-rounded education will be imperative to the future success and happiness of the children entrusted to our care.

The Catholic ethos of the school is paramount and the 'glue' which pervades throughout and holds our school community together. Everyone takes responsibility for living out the Gospel values at SPH. We also have a very active and successful chaplaincy team, including trainees who have gone on to be chaplains elsewhere. We are very proud of our wonderful new chapel which takes pride of place at the centre of our school.

There has been exciting building work, with a new classroom block due to be completed for September 2025 and two large covered areas already installed. These sit alongside our other impressive facilities, such as our modern Sports Hall and Dance Studio, dedicated Music block, an inspiring double-classroom Art Studio and Sixth Form block. We work hard to provide the very best environment and facilities for our children and to ensure they are kept that way!

Barnham sits in a beautiful location in West Sussex. We are just metres from the train station with services along the South Coast and the mainline up to London. The A27 is easily accessible, yet we also have extensive playing field space. West Sussex is an idyllic place to live, particularly for families, with both the rolling hills of the South Downs and the beautiful beaches of the South Coast close by. The bright lights of the big city are not far either with both Brighton and Chichester providing plenty of entertainment. Who could ask for more!

SPH is heavily over-subscribed and is very highly regarded in the local community. Whilst students and staff are well supported, expectations of them are high. We are determined to recruit the very best teachers and those with great potential, to support and develop them in their roles and prepare them for promotion. That is why we invest heavily in professional development. Our staff are our number one asset and must be cherished if we are to succeed in achieving our goals. Our previous Teaching School status has afforded staff a wealth of opportunities for training and career progression and this is now continued through the Xavier Teaching School Hub.

We have a relentless focus on learning and the quality of teaching; under-performance will always be addressed and student outcomes placed at the heart of all we do. We were delighted to again be graded as 'Outstanding' in our most recent Ofsted inspection in October 2021 and believe this to be great affirmation of what we are trying to achieve. We hope you will take the opportunity to access the report on our school website. The challenge now is to continue to improve and become the best school in the country. Are you the person to help us achieve this goal?

We believe SPH is a fantastic place to work and we are particularly excited about the prospect of appointing a new Deputy Headteacher to help drive the school forward and contribute to the work of the wider Trust. We hope you decide that SPH is the right opportunity for you and we look forward to meeting you soon.

BOSCO CATHOLIC EDUCATION TRUST

St John Bosco, founded the Salesian Order in the 19th Century. He had a profound and compelling vision for education, reaching out to some of the most vulnerable, disaffected and uncared for children in Turin and surrounding areas. He provided them with faith, hope and love; giving them opportunities and a future that no one else had afforded them. Don Bosco spoke about the need for children to be 'known and loved'. The deanery schools chose Don Bosco as the patron of the multi-academy trust as it was felt he encapsulated all that we cherished in Catholic education, providing us with a model of leadership and education which would sustain and nourish us on the exciting journey ahead.

The Bosco Catholic Education Trust (BCET) opened in April 2017 with St Mary's Catholic Primary School and St Philip Howard Catholic School (SPH), Barnham. Since then, a further nine schools have joined the Trust:

- Anney Catholic Primary School (February 2019)
- St Joseph's Catholic Primary School (September 2020)
- St Paul's Catholic College (January 2022)
- St Peter's Catholic Primary School (October 2022)
- Our Lady Queen of Heaven Catholic Primary School (October 2022)
- St Wilfrid's Catholic Primary School, Angmering (December 2022)
- St Robert Southwell (May 2024)
- St Wilfrid's Catholic Primary School, Burgess Hill (September 2024)
- St Catherine's Catholic Primary School, Littlehampton (January 2025)

SPH is an outstanding Catholic secondary school, a strategic lead in the Xavier Teaching School Hub and has a proven track record of raising achievement through school-to-school partnerships. CEO of Bosco CET, Dave Carter, is a National Leader of Education and former Headteacher of SPH.

As in other areas of the Diocese of Arundel & Brighton, Catholic schools are working collaboratively, cross-phase to develop an exciting vision for Catholic Education which is fit for the future. Within Sussex, there are 36 schools: 30 primary and 6 secondary. Over time it is anticipated that other schools within Sussex will join BCET, to help develop Catholic Education across the South Coast.

APPOINTMENT OF DEPUTY HEADTEACHER

L18 – L22 commensurate with experience

The Governors are looking to appoint a hard-working, inspiring and talented Deputy Headteacher to join our existing team and lead SPH into the next chapter of its exciting journey. Whilst graded as 'outstanding' by Ofsted, we continue to push ourselves to achieve even greater things for the children entrusted to our care.

This is an excellent and rare opportunity to join a dynamic, innovative and vibrant school as it continues on its quest to be the best school in the Country. If you want to work with wonderful students, committed staff and a forward-thinking leadership team, this is the school for you. We are always striving to improve and we want you to be part of this journey.

- GCSE results consistently exceed 85% for students achieving grade 4+, with progress scores regularly placing the school as the highest in West Sussex.
- Our Sixth Form is thriving and continues to grow.
- A-Level results and progress scores place us first in West Sussex.
- We are rated 'Outstanding' by Ofsted in all categories.
- We are a strategic lead in the Xavier Teaching School Hub and play a leading role within the Bosco Catholic Education Trust.

The school is an equal opportunities employer and is committed to the safeguarding and protection of children and young people. This post is subject to an Enhanced Disclosure and Barring Service (DBS) check. It is illegal to apply for a role requiring an enhanced DBS if you are on a barred list that prohibits you from working with children.

As part of our safeguarding processes and due diligence for recruitment at St Philip Howard Catholic School, we may conduct an online search in addition to our standard background checks to assess your suitability to work in an educational setting. Should any concerns arise during this search, you will have an opportunity to address them if you are invited to interview.

HOW TO APPLY

Please submit your application using the CES Senior Leadership Application Form and email to Jacqui Inglis at jinglis@sphcs.co.uk along with a covering letter.

Visits to meet Tim Hulse, Headteacher, and to view the school are strongly encouraged. The school will be available to view during the Easter holiday (7-17 April) by prior arrangement with Tim Hulse (thulse@sphcs.co.uk). After 22 April, visits can be arranged with Jacqui Inglis, Head's PA on 01243 558205 or email jinglis@sphcs.co.uk.

- Closing date: 9am Friday, 25 April 2025
- Interviews: To be held on 8 and / or 9 May 2025
- Starting date: September 2025

JOB DESCRIPTION: DEPUTY HEADTEACHER

Reporting to: Headteacher and Local Governing Committee

RESPONSIBILITIES OF THE POST:

The Deputy Headteacher is an employee of the Bosco Catholic Education Trust and is required to:

- Support the Headteacher in providing professional Catholic leadership, vision and strategic direction for the school in order to maintain and develop the conditions which enable pupils and teachers to achieve effective learning, so that the school's aims and objectives are implemented in accordance with the policies of the Trust and national and local education strategy;
- Carry out his/her professional duties in accordance with the school's Trust Deed, the Instrument of Government of the School, Canon Law and the teachings of the Catholic Church and with the terms and conditions of the current School Teachers' Pay and Conditions Document;
- Promote and safeguard the welfare of children and young persons for whom the school and Trust is responsible and those with whom they come into contact.

KEY ACCOUNTABILITIES:

Qualities and Knowledge

1. To hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. To demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. To lead by example – with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. With the Headteacher, to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. To help secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. To help establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. To help create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. To help identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. To help hold all staff to account for their professional conduct and practice.

Systems and Process

1. To help ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. To help provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. To help establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. To help the Headteacher and School Business Manager exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
5. To help distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

1. To help create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. To develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. To help challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. To help shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. To model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. To inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.

The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

	Criteria	Essential	Desirable
	Attainment and Experience		
a	Qualified Teacher Status	E	
b	Good honours degree	E	
c	Desire to achieve National Professional Qualification for Headteachers (NPQH)		D
d	Appropriate professional development and updating related to school leadership, curriculum, and teaching and learning	E	
e	Appropriate experience of the phase and age range	E	
f	Evidence of continuing professional development relating to Catholic ethos, mission and religious education, e.g. CCRS		D
g	Senior management experience in a Catholic school or is able to demonstrate sound understanding of the aims, organisation, leadership and governance of a Catholic school	E	
	Faith Commitment		
h	Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and/or national levels	E	
i	Has a secure understanding of the distinctive nature of the Catholic school and Catholic education	E	
j	Has an understanding of the leadership role in the spiritual development of pupils and staff	E	
k	Understands the role of the governing body in a Catholic school in preserving and promoting the school's Catholic character		D
l	Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion	E	
m	Evidence of participation in the faith life of the community	E	
n	Experience in leading acts of worship in a Catholic school		D
	Domain One : Qualities and knowledge		
1.1	Hold and articulate a model vision for the school, clear values and moral purpose both within and beyond the school		D
1.2	Demonstrate optimistic personal behaviours, positive relationships and attitudes towards pupils, staff, governors and the local community	E	
1.3	Demonstrate from previous experience a capacity to communicate with support and challenge a wide range of people associated with the school		D
1.4	Lead change by example with integrity, create and innovate so that others carry the vision forward	E	
1.5	Plan and manage projects for implementing change		D

1.6	Understand and discuss local, national and global trends in education and school systems		D
1.7	Work with political and financial astuteness within a clear set of principles centred on the school's vision		D
1.8	Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	E	
1.9	Understand and practice educational inclusion so that all have the opportunity to be the best they can be	E	
1.10	Think creatively to anticipate and solve problems	E	
Domain Two : Pupils and Staff			
2.1	Demand and achieve ambitious standards for all pupils, set challenging goals and targets	E	
2.2	Promote a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E	
2.3	Secure excellent teaching through an analytical understanding of how pupils learn with appropriate models and principles of effective learning and assessment informed by research	E	
2.4	Secure excellent teaching through understanding how curriculum design leads to rich curriculum opportunities and pupils' wellbeing	E	
2.5	Create policies, through informed decision-making, consultation and review		D
2.6	Promote a culture of 'openness' as a basis for sharing good practice within and beyond the school informed by research and robust data analysis	E	
2.7	Promote an ethos where all staff are motivated and supported to develop their own skills, subject knowledge and continuing professional development (CPD)		D
2.8	Promote individual and team development and sustain a learning community that impacts on school improvement		D
2.9	Use succession planning to identify emerging talents, coach current and aspiring leaders to achieve excellence in standards		D
2.10	Manage and hold all staff to account for their professional conduct and practice	E	
2.11	Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning	E	
2.12	Ensure choice and flexibility in learning to meet the personalised learning needs of every child		D
Domain Three : Systems and Process			
3.1	Understand and abide by legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation including governance to ensure they are fit for purpose and uphold the principles of transparency, integrity and probity	E	

3.2	Abide by public services policy and accountability frameworks, including self-evaluation and multi-agency working to ensure they are fit for purpose and uphold the principles of transparency, integrity and probity		D
3.3	Understand legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation		D
3.4	Provide a safe, calm and well-ordered environment for all pupils and staff focused on safeguarding pupils in school and in developing exemplary behaviour in school and in wider society	E	
3.5	Establish a rigorous, transparent and fair process using a range of evidence, including performance data, to improve aspects of school life, manage the performance of staff including challenging and addressing poor performance and to support staff to improve	E	
3.6	Apply good practice in performance management	E	
3.7	Apply principles and practice of quality assurance systems, including school review, self-evaluation, performance management and stakeholder and community involvement		D
3.8	Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils	E	
3.9	Develop and support the governing body to be effective and offer strong governance		D
3.10	Work with the Trust and governing body to set school strategy and enable them to hold the teacher to account for pupil, staff and financial performance		D
3.11	Carry out strategic curriculum led financial planning and budgetary management to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievement and the school's sustainability		D
3.12	Apply principles and practice of distributive leadership and accountability throughout the organisation, enabling teams and individual colleagues to hold each other to account for their decisions and actions		D
3.13	Delegate management tasks and monitor their implementation		D
3.14	Accept support from others including colleagues, governors and the Local Authority	E	
Domain Four : the Self-Improving School System			
4.1	Create an outward facing school which works collaboratively with other schools and organisations to secure excellent achievements for all pupils and to promote best practice		D
4.2	Develop and sustain effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils		D
4.3	Use informed research to challenge educational orthodoxies within a self-regulating and self-improving school system		D

4.4	Manage the future quality of the teaching profession through offering high quality and sustained professional development for all staff		D
4.5	Model entrepreneurial and innovative approaches to school improvement, leadership and governance in line with internal and external accountability processes		D
4.6	Inspire, influence and utilise others within the school and the wider community beyond school to promote the value and importance of education	E	
4.7	Utilise rich and diverse resources within local communities, e.g. home, human, physical, business, other schools, other agencies		D
Domain Five : Safeguarding Children: Safer Recruitment and Selection			
5	<p>In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline. 	E	