



# **Cardinal Griffin Catholic College**

**Application pack**

**Deputy Headteacher**

*Serve with Compassion. Inspire through Action.  
Create a better today. For the Greater Glory of God!*

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# Message from the Chair of Governors, Janet Mellor

Dear applicant,

Thank you for your interest in the post of Deputy Headteacher at Cardinal Griffin Catholic College.

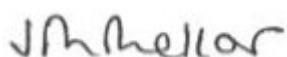
The Governing Body's vision is that the College be an outstanding provider of Catholic education and the Deputy Headteacher will share that aspiration. We are, therefore, seeking an individual capable of supporting the Headteacher in maintaining and improving the high standards of learning and teaching and of inspiring and developing staff and pupils to achieve their full potential, ultimately achieving the best possible outcomes.

Governors' vision for the College is also built on the belief that we "find God in all things" and so Governors, Leaders and staff are relentless in pursuing opportunities outside the curriculum in which pupils' talents and gifts can be nurtured and their confidence, passions and interests developed. We encourage our staff, as well as our students, to be grateful for their gifts, talents and abilities, seeing them as gifts from God. As a consequence of appreciating their gifts, staff demonstrate significant generosity in using them to help others, especially those who are disadvantaged. The successful candidate must, therefore, be capable of achieving an appropriate balance of high academic standards, without compromising the wider Catholic mission and values of the College and also being mindful of the impact on wellbeing of staff and pupils.


The College works closely in partnership with the Archdiocese of Birmingham Education Service. This important partnership has given us the Pupil Profile which contains 8 pairs of virtues which we believe express the characteristics we seek to instil in our pupils, and which our staff personify. The College is an Associate Jesuit school and as such benefits on many levels with CPD.

The appointment of an outstanding Deputy Headteacher is pivotal to the College's continued success. The successful candidate will work under the strategic direction of Governors and Headteacher to realise the ambition of becoming an outstanding educational provider and delivering the College's Catholic mission to enable pupils and staff to "be men and women for others". As such, we seek someone who will "Serve with Compassion, Inspire through Action. Create a better today. For the Greater Glory of God."

We very much look forward to receiving your application.



Mrs Janet Mellor, Chair of Governors



"Leaders have created a culture where pupils manage their own behaviour. One pupil said: 'We behave because we know it is the right thing to do.' - OFSTED



# Introduction

Cardinal Griffin Catholic College is an 11-19 Voluntary Aided Catholic Secondary school in Cannock, Staffordshire. The College was originally established in 1960, and has grown in size (with the associated additional building work) considerably since then. Sixth Form numbers have risen significantly in the last 12 months following a concerted effort to increase the numbers by the College Leadership. The College currently has 877 students on roll, of whom, 126 are in the Sixth Form.

The College has 5 Catholic feeder primary schools, whose students make up 45% of the student body. The rest of the students tend to be more local to the College and come from a variety of local schools. The Sixth Form predominantly recruits students from our own Year 11, but we have a handful of external applications each year, which we welcome. Sixth form provision also benefits from both a partnership with Cannock Chase High School with whom we share some courses and a partnership with a local hair salon who support the delivery of Levels 2 and 3 hairdressing qualifications. The College operates its own subsidised transport to bring in students from our Catholic feeder schools and wider catchment area.

The College has strong collaborative partnerships with local Catholic schools, a local Anglican school, as well other schools including the wider network of Jesuit schools throughout the UK and Internationally. Jesuit principles have become an integral part of the College in particular our experience of Magis - a Jesuit term referring to the philosophy of doing more for Christ, and therefore doing more for others. This challenges to always think about how we can 'go the extra mile' for our pupils, which is encapsulated in our school prayer, 'Lord, teach me to be generous.'

The College's last OfSTED in 2018 rated the College "Good" overall and "Good" in all areas. The latest Section 48 also rated the College as "Good". Interim monitoring reports from Staffordshire Local Authority indicate that the College remains on track to retain its "Good" rating at the next inspection and results have risen considerably since a dip in 2019 with very positive results in summer 2022.

The College has worked hard to recruit and retain high quality staff. The team of teaching and support staff is stable, friendly and committed to the aims of the College and its Catholic mission. The College has become a hub for training Early Career Teachers this year with 9 joining us in September 2021. We have embraced the Government's wellbeing charter and have a collaborative and distributed leadership approach.

The College has an Astroturf pitch which operates outside College hours to generate income, providing facilities for community teams. The College is also fortunate to have significant school grounds which facilitate a range of sports taking place and provide good socialisation space for pupils during breaktimes. The building itself is predominantly 1960s, but has been well maintained.

As part of the Archdiocesan academisation strategy, the College is in the early stages of considering becoming part of a Multi-Academy Trust.



# College Context

## School and Community

Serving the Catholic Community in Cannock and Cannock Chase area, we have very close links with our local parishes and clergy. A Griffin Mass is held in one of the local parishes each term, which staff and pupils attend and represent the College.

## About Cannock

Lying South of Cannock Chase's Area of Outstanding Natural Beauty (AONB) Cannock, is an area with a rural setting, peaceful town, nature trails and numerous bike tracks. It is also known for its vast local woodlands forest surroundings and its history as a coal-mining centre. The town itself has a population of around 30,000, and the surrounding conurbations that make up Cannock Chase around 100,000. Housing is relatively affordable, and good quality housing is available in a range of styles and budgets.

Cannock is a small town, with a pedestrianised town centre, active theatre, and leisure centre with pool. The town Centre has outdoor and indoor markets and a shopping centre. Despite the lack of a coastal area nearby, Chasewater Country Park, which is 10 minutes from the town, allows access to waterside walks, water sports, and sailing. The former Royal Forest of Cannock Chase, has been designated an area of Outstanding Natural Beauty and affords walking and biking trails, as well as occasional open-air concerts. The recent development of the McArthurGlen Designer Outlet on the outskirts of the town means the town is an excellent choice for discount shopping.

The market town of Stafford, with its Elizabethan architecture, Norman castle and 12th Century church, can be reached in under 30 minutes. The Castle hosts an annual Shakespeare festival, and the town has ten-pin bowling, an Odeon cinema and a range of restaurants to suit all tastes. The town also hosts the county showground with an active calendar of events throughout the year and a satellite campus of Staffordshire University, which is a centre of excellence for healthcare education.

There are good transport links to the West Midlands and beyond, including access to the motorway network, a train station in the town and good access to other forms of public transport. To the South, Birmingham Airport and the centre of Birmingham are around 35 minutes' drive, from where high-speed rail links to London take just under an hour and ten minutes. The train from Cannock to Birmingham New Street is around 40 minutes. To the North, Manchester is about 90 minutes' drive and Manchester Airport around an hour and a quarter. Cannock is also in close proximity to the Peak District that can be reached in around an hour.

Surrounding Cannock are a number of other small towns and villages, and the countryside is easily accessible within a few minutes.





The area is largely of white British ethnicity (96.5%), has significantly above average income and employment deprivation and has 20% less High and Intermediate managerial, administrative, or professional households than the national average. Consequently, we have a very low proportion of pupils from ethnic backgrounds. Around 22% of our pupils are eligible for Pupil Premium funding.

## **The College structure**

The College employs 115 staff with around 50% of these being teaching and the other 50% support.

The College Senior Leadership Team comprises the Headteacher, who was appointed in September 2021, the Deputy Headteacher (to be appointed) and Executive Business Manager. The wider Leadership team includes 3 Assistant Headteachers with specific responsibilities. The College recently moved to a faculty structure with 7 faculties. These include English, Mathematics, Science, Religious Education, Physical Education & Performing Arts, Humanities, and Computer Science, Design Technology & Art. Currently Modern Foreign Languages sits outside the faculty structure. Each faculty has a Head of Faculty and Second who is usually a specialist in a particular curriculum area.

The College operates a Head of Year system with Heads' of Year in years 7 to 13.

Outside of these structures the College has TLR posts with responsibility for Person in Charge of the Catholic Life of the College / Well-being, ECT training, and SENDCo.

The College Chaplain is a Parish Priest, and is supported by a full-time lay chaplain in developing Catholic life, liturgy and worship, as well as well-being within the College community.

The staff team more widely are well qualified, committed, and loyal. Harmonious relationships contribute to the happy learning community where morale is high and adults routinely model the courteous behaviour which is expected of the pupils.

Most lessons are taught by good graduates in the first specialism and the significant majority of lessons are good or better. We have a good mix of younger and more experienced teachers, and this mix is replicated in the support staff where we have benefitted from recruiting and training a number of apprentices in recent years.

The relatively low proportion of children with SEND or EHIC plans means our Teaching Assistant team is small, but highly effective. The College is currently seeking to appoint a new SENDCo, having secured a very able Deputy SENDCo who will support that person once in post. A well-resourced pastoral team support pupils' pastoral and safeguarding needs. Over time College administration has been reduced in size and now includes a small number of highly efficient staff who ensure the College runs smoothly. The College employs its own cleaners, site staff, catering staff, and transport staff and has found this improves the quality of provision for pupils.

## **Pupil Admissions**

The College has a Pupil Admission Number (PAN) of 150, although we currently have a single year group of 181 in year 11. Other year groups vary in size, but are typically between 140 and 150. In recent years, the Sixth Form admissions have increased, and we now have approximately 75 students currently in Year 13 and around 75 in Year 12.





## **Finances**

The College is comparatively poorly funded compared to other secondary schools. Our Executive Business Manager joined the College in 2012 and has taken the College from a position of a sizeable six figure deficit to a position where there are now funds to undertake projects to improve the facilities for pupils each year. While the College cannot afford the resources of better funded inner-city schools, it has managed to balance the budget for the last 10 consecutive years and anticipate this will continue. The College also looks to secure additional income for Capital projects and in the last 10 years has secured funds to replace all its flat roofs and windows. Additional revenue is generated from letting of the College premises.

## **Curriculum**

The College has a broad curriculum in Years 7 to 9, which leads to specialising through options in Year 10 into GCSE courses. We provide courses which ensure that there are clear progression routes and pathways through all three key stages. Considerable consideration has been given by Governors to curriculum design and content and in order to maximise efficiency we moved to a two-week timetable in 2021. The College conforms to the requirement for 10% Religious Education within its curriculum.

## **Pupil outcomes**

Pupils at Cardinal Griffin Catholic College, achieved well in the 2022 examinations. At GCSE, 76% of pupils attained Grades 9-4 in English and mathematics and 52% of pupils attained Grades 9-5 in English and mathematics. At Level 3, Average points score per entry was 38.74 and Average points score per pupil was 84.32. The results show a three year positive trend from 2019.

## **SECTION 48**

The College was inspected in March 2022 and judged to be Good in all areas with an overall judgement as being Good. Key strengths were Catholic life, prayer, and Leadership. Inspectors also noted the positive improvement in results within Religious Education. Key areas of focus are the involvement of pupils in Collective Worship, the Religious Education programme at Post 16, and ensuring feedback is consistent.

## **OFSTED**

The College was inspected in February 2018, and received its second consecutive Good judgement, being rated Good in all categories. The report highlighted key strengths in quality of teaching, breadth of curriculum, pupil progress, and professional development. The report also reflected the need to bolster up quality of teaching in French and Science which have subsequently been the focus of significant recruitment efforts. Interim inspections by the Local Authority indicate good progress since the last inspection and there is an expectation, backed up by a strong evidential base, that the College will retain its Good judgement when it is reinspected.



Cardinal Griffin Catholic College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is subject to criminal record checks from the Disclosure and Barring Service and requires you to disclose details of unspent and unfiltered reprimands, formal warnings, cautions and convictions in any application





# **Archdiocese of Birmingham**

## **Cardinal Griffin Catholic College, Cannock**

### **Deputy Headteacher Job Description**

Indicative Salary Range (ISR): 19-25

Responsible to: The Headteacher

Responsible for: All staff within the school, under the direction of the Headteacher

#### **1**

#### **Introduction**

##### **1.1**

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

##### **1.2**

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

##### **1.3**

This job description may be amended at any time, following consultation between the headteacher and the deputy headteacher and will be reviewed annually.

#### **2**

#### **Core Purpose of the Deputy Headteacher**

##### **2.1**

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

##### **2.2**

The core purpose of the deputy headteacher is to support the headteacher in ensuring that:

- the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
- religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;

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

### **3**

## **General Duties and Responsibilities**

### **3.1**

To carry out the duties of the Deputy Headteacher as set out in the current School Teachers' Pay & Conditions Document.

## **Key Areas of Responsibility**

### **4**

## **Shaping the Future**

### **4.1**

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

## **Actions**

The deputy headteacher supports the headteacher in:

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Establishing a commitment amongst pupils, staff and parents to the school's mission in partnership with the governing body and through the example of personal conviction.



- Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.
- Creating a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensuring there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

## 5

### Leading Learning and Teaching

#### 5.1

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

#### Actions

The deputy headteacher supports the headteacher in:

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensuring that learning is at the centre of strategic planning and resource management.
- Securing high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establishing creative, responsive and effective approaches to learning and teaching.
- Creating and maintaining an effective partnership with parents to support and improving pupils' achievement and personal development and furthering the distinctive Catholic nature, purposes and aims of the school.
- Developing effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing effective assessment framework.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

## **6**

### **Developing Self and Working with Others**

#### **6.1**

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

#### **Action**

The deputy headteacher supports the headteacher in:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Developing and maintaining effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.



## **7 Managing the Organisation**

### **7.1**

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

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

#### **Actions**

The deputy headteacher supports the headteacher in:

- Creating an organisational structure which reflects the school's values, and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensuring that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

## **8 Securing Accountability**

### **8.1**

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

## **Actions**

The deputy headteacher supports the headteacher in:

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

## **9**

### **Strengthening Community**

#### **9.1**

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

## **Actions**

The deputy headteacher supports the headteacher in:

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



## Safeguarding Children and Safer Recruitment

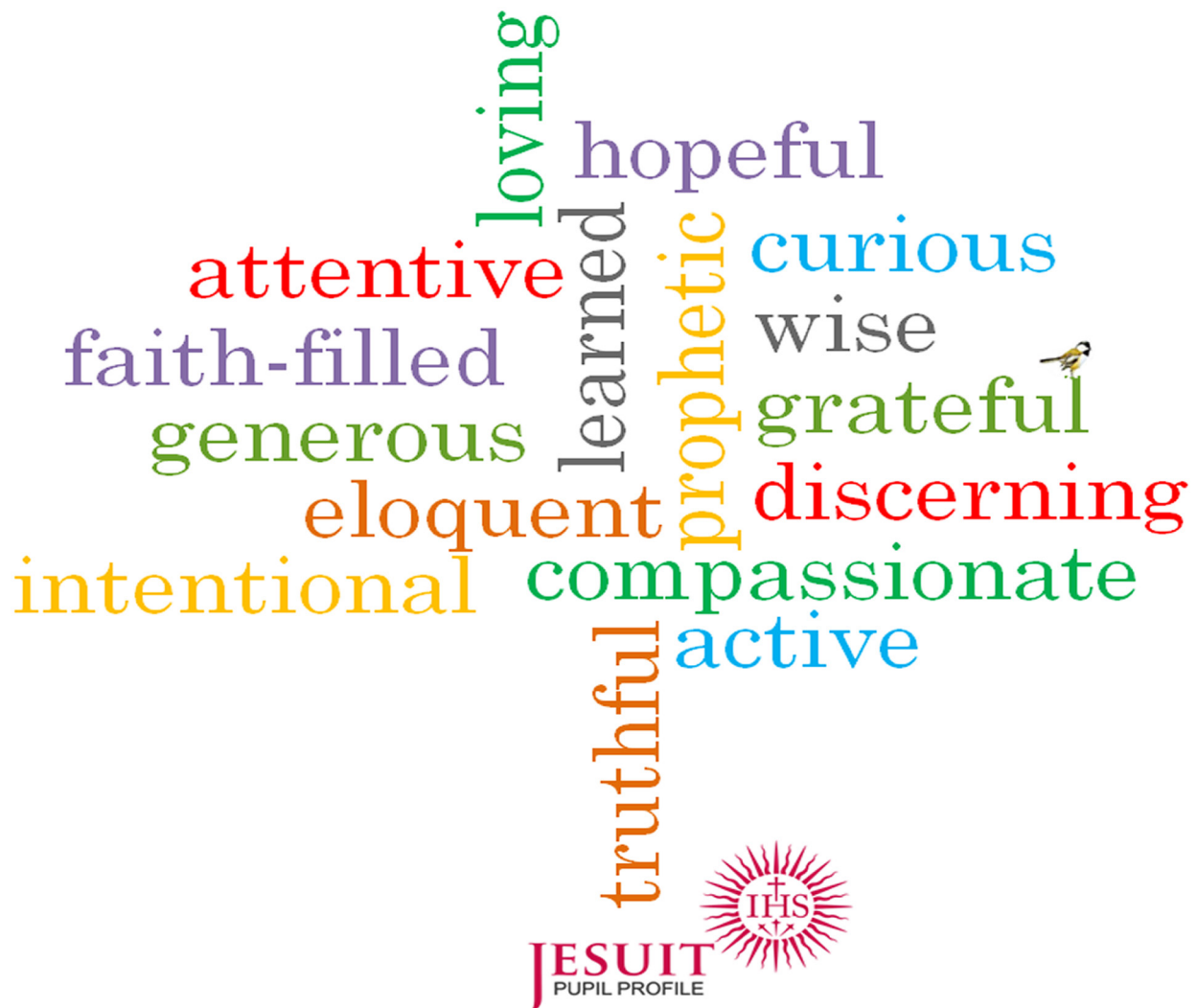
### 10.1

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

#### Actions

The deputy headteacher should support the headteacher in ensuring that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.



# Archdiocese of Birmingham

## Cardinal Griffin Catholic College, Cannock

### Deputy Headteacher Person Specification

Category	Essential	Desirable
<b>1. Faith Commitment</b>	<ul style="list-style-type: none"><li>• A practising and committed Catholic</li><li>• Secure understanding of the distinctive nature of the Catholic school and Catholic education</li><li>• Understanding of leadership role in spiritual development of pupils and staff</li><li>• Understanding of the school's role in the parish and wider community and in promoting community cohesion</li></ul>	<ul style="list-style-type: none"><li>• Evidence of participation in faith life of the community</li><li>• Experience in leading acts of worship in Catholic schools</li></ul>
<b>2. Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified teacher status</li></ul>	<ul style="list-style-type: none"><li>• Postgraduate level qualification</li><li>• Catholic Certificate of Religious Studies or equivalent</li><li>• NPQH award or Leadership Pathways certificate</li></ul>
<b>3. Experience</b>	<ul style="list-style-type: none"><li>• Successful experience of leading one or more subject areas</li><li>• Substantial, successful teaching experience</li></ul>	<ul style="list-style-type: none"><li>• Recent experience in a Catholic voluntary aided school or academy</li><li>• Experience as assistant headteacher</li><li>• Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16</li><li>• Curriculum leadership in one or more core subjects</li><li>• Experience of teaching in more than one school</li></ul>

Category	Essential	Desirable
<b>4. Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other schools/organisations / agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities</li> <li>• Evidence of continuing professional development relating to Catholic ethos, mission and religious education</li> </ul>
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school</li> <li>• Ability to inspire and motivate staff, pupils, parents and 'governors' to achieve the aims of Catholic education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or academy</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> </ul>



Category	Essential	Desirable
<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the Curriculum Directory for Religious Education</li> <li>• Understanding of successful teaching and learning in religious education across the key stages</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>
<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</li> <li>• Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>

Category	Essential	Desirable
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, ‘governors’, parishioners and clergy</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and ‘governors’</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to governors</li> <li>• Understanding the criteria for the evaluation of a Catholic school</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul>
<b>9. Skills, Qualities and Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Strong commitment to the mission of a Catholic school</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils’ learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	
<b>10. References</b>	<ul style="list-style-type: none"> <li>• Positive and supportive faith reference from priest where applicant regularly worships</li> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>• Faith reference without reservation</li> <li>• Professional reference without reservation</li> </ul>

# Guidance for applicants

Application will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms.

Interviews will be offered to those applicants who best demonstrate:

- Skills, abilities and experience match the person specification and job description
- They fulfil the criteria regarding being a practicing Catholic by definition of the Archdiocese of Birmingham (see document attached or [here](#)).

**Closing date for applications 12noon Monday 10 October 2022.**

**Interview date: Tuesday 18 October 2022.**

We do encourage candidates to make an appointment to look around the College, to arrange a visit please contact Helen Tapper on [h.tapper@cardinalgriffin.staffs.sch.uk](mailto:h.tapper@cardinalgriffin.staffs.sch.uk) or 01543 502215.

## Applying

Please return the provided application form and supplementary forms by email to [h.tapper@cardinalgriffin.staffs.sch.uk](mailto:h.tapper@cardinalgriffin.staffs.sch.uk)

All appointments are subject to pre-employment checks to meet vetting and barring requirements.

Where the role involves engaging in regulated activity relevant to children, candidates should note that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

## Further information about the College

About the College - video

<https://youtu.be/7KL2L6oCB3c>

Virtual tour

<https://www.cardinalgriffin.org.uk/Virtual-Tour>

A day in the life of a Year 7 pupil - video

<https://youtu.be/B3YKD7wnVnw>

Student perspectives on Cardinal Griffin Catholic College Sixth Form - video

<https://www.youtube.com/watch?v=lggKym9T3kY>

Parent perspective on Cardinal Griffin Catholic College Sixth Form- video

<https://youtu.be/mfoN4CvSMgU>

RAM Hair partnership - video

<https://youtu.be/JMEvszFscSE>

College website

[www.cardinalgriffin.staffs.sch.uk](http://www.cardinalgriffin.staffs.sch.uk)