

## St Columba's Catholic Primary School

Part of the Bishop Christopher Wharton Catholic Academy Trust

Deputy Headteacher – Job Description based on the Headteacher Standards 2020

### Section 1: Ethics and Professional Conduct

Catholic Deputy Headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes<sup>1</sup> and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic Deputy Headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic Deputy Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

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

Catholic Deputy Headteachers are custodians of diocesan schools and as such embody the abundant hope the Church has placed in education. Catholic Deputy Headteachers are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic Deputy Headteachers:

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God<sup>2</sup> and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue<sup>3</sup> and the Church's Social Teaching<sup>4</sup>.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

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<sup>1</sup> The Gospel of Matthew 5:3-12

<sup>2</sup> The Book of Genesis 1:26-27

<sup>3</sup> *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican.

<sup>4</sup> *Compendium of the Social Doctrine of the Church*, 2004, Vatican.

As leaders of their Catholic school community and profession, Deputy Headteachers:

- serve in the best interests of the trust's and school's pupils
- conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research to further the Church's mission in education
- make a positive contribution to the wider education system within and without the Catholic sector

## **Section 2: Main Responsibilities for the Deputy Headteacher at St Columba's Catholic Primary School:**

- support the Headteacher in the strategic planning and improvement of the school
- work with other Senior Leaders to monitor the school's progress in achieving its development priorities
- coordinate a joined up approach between Nurture, Safeguarding, SEND and attendance
- manage staff and resources
- ensure that staff understand their professional responsibilities and are held to account
- improve standards in the quality of education across the school
- analyse pupil performance data and plan intervention accordingly
- lead a curriculum team to support subject leaders in having impact in their subjects
- make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- understand and welcome the role of effective governance, including accepting responsibility

Working with the Headteacher, Trust Board and Academy Council, you will also aim to fulfil the duties which are set out in the Headteacher Standards. Where the Headteacher is absent from the school, the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the Trust Board.

## **Section 3: Headteachers' Standards**

### **1. School Culture**

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and diocese
- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish
- uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education<sup>5</sup> and which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual's dignity as made in the image and likeness of God
- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

### **2. Teaching**

Headteachers:

- 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
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.<sup>6</sup>

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<sup>5</sup> The distinctive characteristics of Catholic education are 1. The search for excellence, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all and 5. Moral principles

<sup>6</sup> The Gospel of John 10:10

- ensure effective use is made of formative assessment

### **3. Curriculum and Assessment**

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education which sets out the knowledge, skills, values and virtues that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and diocesan networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### **4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen

### **5. Additional and Special Educational Needs and Disabilities**

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching<sup>7</sup>
- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### **6. Professional Development**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

### **7. Organisational management**

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<sup>7</sup> The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibilities, the Preferential Option for the Poor and Solidarity.

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds reflecting the school's Catholic mission
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- 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
- 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 Catholic context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in Partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the Parish, Trust, diocese and the local community
- commit their school to work successfully with other Catholic schools and other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10. Governance and Accountability**

Headteachers:

- understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility
- establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ centred vision of human formation
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

*Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship in addition to the requirements of the teachers' standards but reflecting the ethos of the Catholic school and the vocational role of a Catholic headteacher in upholding the mission of the Church*

## Deputy Headteacher - Person Specification

### Introduction

This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for Deputy Deputy Headteachers of Catholic schools in ensuring that they meet the same expectations of Deputy Deputy Headteachers of all schools while serving the mission of the Church in education.

The core purpose of the Deputy Headteacher of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic faith. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

The Trust Board and the Diocese acknowledge the importance of the role of the Catholic Deputy Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The Trust Board acknowledges that the criteria reflect the evolving role of headship in the early 21<sup>st</sup> Century and that they apply as much to experienced Deputy Headteachers as they do to aspirant Deputy Headteachers. The successful candidate will be encouraged to participate in the diocesan induction programme and will be offered an appropriate and experienced Catholic Deputy Headteacher as mentor. If the successful applicant has not completed the CCRS course in Catholic Education or equivalent, an undertaking to successfully complete the course may be expected

### **What is the objective definition of a 'practising Catholic' for appointments to key posts in Catholic Schools?**

To objectively define what a 'practising Catholic' is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teaching of the Catholic Church.

The Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Catholic faith in its widest and all encompassing sense. At the heart of these general obligations though, there are essential components for "*full communion*" with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and 'practising Catholic'.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see 'Christ at the Centre' by Mgr Marcus Stock, CTS Publications ISBN 978-1-86082-843-0

<b>CONFIDENTIAL REFERENCES AND REPORTS</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current Headteacher	E	R
A second <b>professional</b> reference	E	R

## **JOB SPECIFICATION**

*Please note source of evidence of fulfilled criteria:*

*Application Form - A Letter – L References – R Interview - I*

<b>QUALITIES AND KNOWLEDGE</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Practicing Catholic	<b>E</b>	<b>I/R</b>
Qualified Teaching Status	<b>E</b>	<b>A</b>
Degree	<b>E</b>	<b>A</b>
CCRS (Catholic Certificate in Religious Studies)	<b>D</b>	<b>A</b>
Teaching and leadership experience in one or more Catholic primary schools	<b>E</b>	<b>A/I/R</b>
Lead by example and be a positive role model with excellent communication skills	<b>E</b>	<b>I/R</b>
Ability to articulate a clear vision and purpose for Catholic education	<b>E</b>	<b>A/I/R</b>
Personal impact and presence	<b>E</b>	<b>I/R</b>
Participation in a Parish Community	<b>E</b>	<b>A/I/R</b>
Ability to lead the spiritual development of staff and pupils	<b>E</b>	<b>I/R</b>
Understanding of current educational provision and the wider school systems	<b>E</b>	<b>A/I</b>
Political and financial astuteness	<b>E</b>	<b>A/I/R</b>

<b>PUPILS AND STAFF</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Have ambitious standards and high expectations for all pupil's	<b>E</b>	<b>A/I/R</b>
Excellent understanding of high quality teaching and learning	<b>E</b>	<b>A/I/R</b>
Promote the development of the whole child	<b>E</b>	<b>A/I/R</b>
Use data analysis to effectively drive whole school improvement	<b>E</b>	<b>A/I/R</b>

Encourage all staff to develop their unique potential	<b>E</b>	<b>A/I/R</b>
Identify emerging talent, develop excellence and clear succession planning	<b>E</b>	<b>A/I/R</b>

<b>SYSTEMS AND PROCESS</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Efficient strategic leadership and astute financial planning	<b>D</b>	<b>A/I/R</b>
Ensure the safety of all staff and pupils at all times	<b>E</b>	<b>A/I/R</b>
Promote excellent behaviour and positive attitudes to school life	<b>E</b>	<b>A/I/R</b>
Systems for performance management to hold staff to account	<b>E</b>	<b>A/I/R</b>
Ability to challenge under –performance	<b>E</b>	<b>A/I/R</b>
Understanding of strong governance to hold the school to account	<b>E</b>	<b>A/I/R</b>
Ensure budgets and resources are deployed in the best interests of pupils	<b>E</b>	<b>A/I/R</b>
Promote distributive leadership throughout the school	<b>E</b>	<b>A/I/R</b>

<b>SELF IMPROVING SCHOOL</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Knowledge and experience of working with other schools and organisations	<b>E</b>	<b>A/I/R</b>
Effective partnerships with a range of professionals	<b>E</b>	<b>A/I/R</b>
Use well evidenced research to achieve excellence	<b>D</b>	<b>A/I/R</b>
Provide high quality opportunities for staff development	<b>E</b>	<b>A/I/R</b>
Confident, entrepreneurial, and innovative approach to school improvement	<b>E</b>	<b>A/I/R</b>
Source of inspiration and encouragement for all in the school community.	<b>E</b>	<b>A/I/R</b>

<b>CHILD PROTECTION</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Ensure that the child protection policies and procedures adopted by the Trust Board are fully implemented and followed by all staff	<b>E</b>	<b>A/I/R</b>
Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	<b>E</b>	<b>A/I/R</b>

<b>SECURING ACCOUNTABILITY</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Fulfil commitments arising from contractual accountability to the Trust Board	<b>E</b>	<b>A/I/R</b>
Develop a Catholic school ethos	<b>E</b>	<b>A/I/R</b>
Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	<b>E</b>	<b>A/I/R</b>
Work with the Academy Council to enable it to meet its responsibilities	<b>E</b>	<b>A/I/R</b>
Develop an accurate and understandable account of the school's performance for a range of audiences	<b>E</b>	<b>A/I/R</b>
Personally contribute to school achievements taking account of feedback from others	<b>E</b>	<b>A/I/R</b>

<b>STRENGTHENING THE COMMUNITY</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Build a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	<b>E</b>	<b>A/I/R</b>
Create and promote strategies for challenging racial and other prejudices	<b>E</b>	<b>A/I/R</b>
Ensure learning experiences for pupils are linked into and integrated with the wider community	<b>E</b>	<b>A/I/R</b>
Ensure a range of community based learning experiences	<b>E</b>	<b>A/I/R</b>
Collaborate with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families	<b>E</b>	<b>A/I/R</b>
Create and maintain an effective partnership with parents and carers	<b>E</b>	<b>A/I/R</b>
Invite local community into school to enhance and enrich the school	<b>E</b>	<b>A/I/R</b>
Share effective practice working in partnership with other schools	<b>E</b>	<b>A/I/R</b>

<b>APPLICATION FORM AND LETTER</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Application form to be completed in full and legible	<b>E</b>	<b>A</b>
Supporting statement to be clear, concise and related to the specific post and appointment criteria no more than 2 sides of A4 in font size 11	<b>E</b>	<b>L</b>