

# RECRUITMENT PACK

Deputy Headteacher

St Mary's RC Primary School, Bacup

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## WELCOME FROM KATY COX, CATHOLIC SENIOR EXECUTIVE LEADER

Dear Applicant,

Thank you for your interest in joining one of the schools within the Romero Catholic Academy Trust. I hope you find the information in this recruitment pack both informative and inspiring.

As the CEO of Romero CAT, I am proud of the strength of our school communities and the dedication of our leaders, staff and governors. We are now seeking an exceptional leader who will build on this strong foundation, ensuring that every child in our care receives the best possible education. This is an exciting time to join us; as we continue to grow and develop as a trust, the role of our school leadership is more vital than ever. The position you are applying for will play a central role in shaping the culture, outcomes, and spiritual life of the school community, with the full support of the trust and our shared commitment to excellence.

At Romero CAT, we are guided by the teachings of St Oscar Romero and our values of Faith, Service, Aspiration and Collaboration are at the heart of all that we do. We are looking for a leader who shares these values and who will work with us to provide outstanding Catholic education across our family of schools.

We look forward to receiving your application.

Yours faithfully,

Katy Cox



## OUR VALUES

Romero Catholic Academy Trust is a family of Catholic schools serving the needs of children and young people in the Diocese of Salford, covering the areas of Lancashire, Blackburn with Darwen and Calderdale. To achieve this, we will uphold four key values:

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### FAITH: TO NURTURE OUR BELIEF IN GOD.

- Inspired by the vision of Bishop John, we will provide an authentic passing-on of our Catholic faith.
- Our schools will be nurtured by the Word of God.
- Our pupils will come to an understanding of what it means to be loved by God and the responsibilities that come from loving God.
- Our schools are worshipping communities characterised by vibrant liturgy and prayer.

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### SERVICE: TO LIVE OUT THE RESPONSIBILITIES OF OUR FAITH BY SERVING OTHERS.

- We will always act in the service of the pupils in our care.
- In our schools we will educate our children to be the next generation of the stewards of God's creation.
- We embrace Catholic social teaching and work for the Common Good with a preferential option for the poor.
- We are outward facing, acknowledge our place in the wider educational system and accept our civic responsibility.

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### ASPIRATION: TO ASPIRE TO FULFIL THE POTENTIAL OF EACH INDIVIDUAL, CREATED UNIQUELY IN THE IMAGE OF GOD.

- We will work to fulfil the potential of each member of our community by providing an education that develops the whole person, including high quality Religious Education.
- Our schools will have a relentless focus on achievement. The quality of education in our schools will be 'at least as academically distinguished as that in the other schools of the area.' (Can. 806.2)
- Every member of our community will be provided with the knowledge, skills and attitudes needed to succeed in school and in the next stage of their lives.
- Through high quality and relevant continuing professional development, we will invest in our staff.
- Decision making will weigh up the Common Good and be made in a timely way.
- We will always focus on the solution to a problem.

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### COLLABORATION: TO WORK COLLABORATIVELY; SHARING AND FOSTERING THE STRENGTHS AND EXPERTISE OF ALL.

- A spirit of solidarity leads us to accept a shared responsibility for all.
- We recognise the concept of subsidiarity; that decisions will be made as locally as possible.
- Improvements across our family of schools will be secured by utilising the skills and experience in the trust.
- Wherever possible, we will take care to involve and inform people in decision making.
- We believe in the importance of open, honest and positive communication.

## SAINT OSCAR ROMERO

Our Catholic Academy Trust is named after Saint Oscar Romero and his values as a great and inspirational teacher and as a protector of all.

Saint Oscar Romero stood out for his unwavering commitment to living out the Gospel, to providing a witness to the love of God in the face of violence. He was the Archbishop of San Salvador and he was murdered for criticising the government that kept people very poor. He shows us that we must see God in all people and work together to build God's kingdom of mercy, justice and love on earth.

Today, we can make a renewed commitment to follow in the example of our heroes of our faith to live a life faithful to Jesus. To turn our attention away from possessions and focus on the call to holiness.

## THE ROMERO PRAYER

It helps, now and then, to step back and take the long view.

The Kingdom is not only beyond our efforts; it is even beyond our vision.

We accomplish in our lifetime only a fraction of the magnificent enterprise that is God's work.

Nothing we do is complete, which is another way of saying that the kingdom always lies beyond us.

No statement says all that could be said. No prayer fully expresses our faith. No confession brings perfection. No pastoral visit brings wholeness. No program accomplishes the church's mission. No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow. We water the seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects far beyond our capabilities.

We cannot do everything and there is a sense of liberation in realising that. This enables us to do something and to do it well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

# JOB ADVERT

**DEPUTY HEADTEACHER – ST MARY’S RC PRIMARY SCHOOL, BACUP**

**FULL TIME FULL YEAR**

**LEADERSHIP SCALE POINTS L7 – L12 (£60,145 - £67,898)**

**RESPONSIBLE TO: HEADTEACHER**

**MAIN LOCATION: ST MARY’S RC PRIMARY SCHOOL, BACUP**

**REQUIRED TO COMMENCE 1<sup>ST</sup> JANUARY 2026**

St Mary’s RC Primary School is situated in Bacup, we are under the Trusteeship of the Salford Diocese and part of the Romero Catholic Academy Trust. Our community is one in which we aim for our pupils to be safe, happy and successful in a positive atmosphere where every person is known, valued and given the support and guidance they need while being excited by the challenges and opportunities before them.

The Board of Directors and Board of Governors are seeking to appoint an outstanding, inspirational and highly motivated individual who will work with the Headteacher to shape the vision for the school.

The person appointed will need to have proven experience of whole school impact in raising standards along with a commitment to delivering the highest quality teaching and learning within a catholic context. This role also requires the successful applicant to take on the SENDCo Lead for the school with a proven track record in this area.

The successful candidate will work alongside the Headteacher in driving standards and progress; roles and responsibilities will be confirmed based on the areas of strength of the successful candidate. This is a fantastic opportunity for an individual who wants to help us shape the exciting future of our very special school.

If you feel you have the right skills and attributes we are looking for, then we will be delighted to hear from you. Visits to the school are warmly welcomed and can be arranged by contacting the school office on 01706 873123 or [head@stmarys.romerocat.com](mailto:head@stmarys.romerocat.com).

**Full details and recruitment monitoring forms are available from the Romero Catholic Academy Trust website: [www.romerocat.com](http://www.romerocat.com) or the school website [www.stmarysbacup.org](http://www.stmarysbacup.org)**

*We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.*

<b>Closing Date</b>	Monday 29th September 2025
<b>Shortlisting Date</b>	Wednesday 1st October 2025
<b>Interview Date</b>	Wednesday 8th October 2025

## JOB DESCRIPTION

### JOB PURPOSE

To support the Headteacher in contributing to the strategic direction and development of the school and the development, implementation and monitoring of school improvement plans, based on school self-evaluation. To support the strategic development and operational management of the curriculum provision to reflect both school, local and national priorities ensuring that curriculum provision maximises the opportunities for student achievement.

To support the quality of pastoral provision that is offered to the students through the Behaviour Policy and Rewards and Sanctions system across the School.

To deputise in the absence of the headteacher and take a major role in the day-to-day running of the school.

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers’ Pay and Conditions Document and the National Teachers’ Standards.

### MAIN DUTIES AND RESPONSIBILITIES

Your duties and responsibilities will include:

### QUALITY OF EDUCATION ACCOUNTABILITIES

- To support other members of the senior leadership team to sustain high expectations and outstanding practice in teaching and learning throughout the school
- To have overall responsibility for the monitoring and evaluation of the quality of teaching and of student achievement and using benchmarks and target setting for school improvement
- To take a lead in ensuring that the financial implications of curricular developments are delivered within budgetary constraints
- To be accountable in leading the development of the teaching and learning provision which meets the needs of all students through:
  - meeting all statutory requirements
  - offering equal opportunities to all students; including those with special and additional needs and providing stretch and challenge to students of all abilities and across all year groups
  - fostering student enthusiasm for learning and recognising progress and achievement
  - ensuring that data is accurate and analysed to target interventions appropriately
- To ensure a thorough analysis of data to identify trends and anomalies in order to deliver improved outcomes for students
- To have responsibility in supporting the headteacher in the self-evaluation of the school and subsequent improvement planning; taking responsibility for several areas of the School Improvement Plan
- To ensure the implementation of support plans for individuals/groups that are designed to accelerate rates of progress and evaluate the impact
- To have overall accountability for the leadership of curriculum developments at whole school and subject level

- To be responsible for ensuring that the curriculum delivers the quality of education required to ensure that all students make excellent progress, meet or exceed their targets and successfully access the next stage of their education
- To be responsible for leading and developing the CPD offer; ensuring that it is of the highest quality, meets the needs of the school and is targeted at need
- To have responsibility for ensuring the smooth process of transition across all age phases
- To lead the appraisal process for support staff and providing recommendations for progression to the Headteacher and governing body in line with the school policy
- Identify and adopt the most effective teaching approaches for pupils with SEND
- Monitor teaching and learning activities to meet the needs of pupils with SEND
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND

### **LEADING AND MANAGING STAFF**

- Promote the ethos of the school in which the highest achievements are expected from all members of the school community
- Lead by example with integrity, creativity, resilience, and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards, students, staff, parents and wider members of the school community
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Maximise the contribution of staff to improve the quality of education provided and standards achieved
- Create and maintain good working relationships among all members of the school community.
- Contribute to an effective and rigorous performance management process
- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to pupils with SEND
- Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset
- Disseminate good practice in Inclusion across the school
- Identify resources needed to meet the needs of SEND pupils and manage the SEND budget
- Work with the Headteacher on the strategic development of SEND & Inclusion, including reviewing and formulating appropriate policies
- Support pupil progress meetings, recording agreed provision within provision maps
- Liaise with the Educational Psychology service and other specialist and support agencies
- To keep abreast of developments in SEND (e.g. research, changes to the law) and inform staff and Trustees as necessary
- To attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Lead CPD on inclusion matters as needed across the school
- Liaise with all teachers in the successful deployment of learning support workers within key stages and year groups
- Undertake SEND self-evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching pupils with SEND including those with severe complex needs.
- Develop links with LA, external agencies and neighbouring schools



## OTHER RESPONSIBILITIES

- To play a lead role in the leadership and management of the School to ensure good working relationships with and between all students and staff
- To support the Headteacher and Governors in annual budget planning and monitoring
- Contribute to the strategic thinking required to deliver our vision
- Act as a strong presence and role-model during the school day and at whole school events
- To share whole school responsibility for the safeguarding, wellbeing, health and safety and data protection by implementing agreed school policies and codes of practice.
- To be willing to undertake the role of Designated Safeguarding Lead.
- To undertake the role of Designated Teacher for Looked After Children.
- Act as a role-model during the school day and at whole school events
- Monitor and challenge professional standards across the school
- Participate in, and lead, whole school marketing events and information evenings, as appropriate
- Participate in, and engage with, workplace learning and development opportunities, continually working to improve your own performance and that of the school
- Undertake any other reasonable duties requested by the Headteacher

## DEPUTY HEADTEACHER – ST MARY’S RC PRIMARY SCHOOL, BACUP

### PERSON SPECIFICATION

Qualifications	Essential (E) Desirable (D)	Evidenced by: Application (A) Certificate (C) Interview (I) Test (T) Reference (R)
<b>Faith Commitment</b>		
Practising Catholic	E	A / I / R
Involvement in parish community	D	A / I / R
<b>Qualifications and Training</b>		
Degree and Teaching qualification	E	A / C
Qualified Teacher Status	E	A / C
Strong track record of professional development or further professional study and ability to evidence the impact on school effectiveness	E	A / C / I / R
Evidence of, or willing to undertake, the accredited SENDCo qualification	E	A / C
CCRS or a commitment to obtaining this	E	A / C
Post-graduate qualification	D	A / C
Professional qualification – NPQSL	D	A / C
<b>Knowledge and Experience</b>		
Evidence of impacting positively on student outcomes	E	A / I / R
Up to date and relevant pedagogical knowledge in order to successfully inform the teaching and learning approach across the school	E	A / I
Evidence of inspiring confidence in staff and students so they succeed and achieve their personal best	E	A / I / R
Recent evidence of whole school impact which demonstrates the ability to substantially improve and/or maintain a school’s progress and outcomes	E	A / I / R
Evidence of successful delivery of CPD	E	A / I
A comprehensive understanding of both national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward improvements	E	A / I
Knowledge and understanding of attachment and trauma sensitive practice	E	A / I
An understanding of all age phases within primary school	E	A / I / R
Experience of implementing strategies and interventions to improve behaviour, achievement and standards	D	A / I / R

Proven experience as a SENDCo in a primary school	D	A / I
Evidence of applying the SEND Code of Conduct and its practical application strategies for meeting the SEND needs of pupils in a mixed ability classroom	E	A / I
Experience of the funding support mechanism for SEND	D	A / I
Experience of pastoral work in a school setting	D	A / I
Experience in more than one school	D	A / I
Successful teaching experience	E	A / I / R
Leadership experience	E	A / I / R
Successful experience of managing, motivating and supporting others to improve	E	A / I / R
Successful experience that demonstrates the ability to confront and resolve problems and to effectively innovate and manage change	E	A / I
<b>Skills and Abilities</b>		
Evidence of the ability to manage change effectively	E	A / I
Ability to work as part of a team and to lead others by example	E	A / I / R
An ability to work autonomously and prioritise conflicting demands	E	A / I / R
An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	E	A / I
An ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives	E	A / I
<b>Personal Qualities</b>		
A commitment to school / Trust vision and values	E	A / I / R
A commitment to safeguarding and promoting the welfare of children and young people	E	A / I / R
A passionate commitment to developing the best in all young people	E	A / I / R
A positive approach to challenge; seeking solutions to problems	E	A / I
To be prepared to work flexibly outside of the school's usual hours	E	A / I
Commitment to the Trust's ethos and values	E	A / I
<b>Other</b>		
Commitment to safeguarding and protecting the welfare of children and young people	E	A / I
Commitment to equality and diversity	E	A
Commitment to health and safety	E	A
Essential car user	E	A
<b>Note: We will always consider your references before confirming a job offer in writing</b>		
Prepared by:	HR Team	Date: September 2025

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## EQUAL OPPORTUNITIES

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

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## HEALTH AND SAFETY

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

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## SAFEGUARDING COMMITMENT

The Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

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## ATTENDANCE

Good attendance enhances the service delivered by the Trust, minimises staffing difficulties and ensures best value to the schools. It is essential that applicants for positions in the Trust can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

## DEPUTY HEADTEACHER – ST MARY’S RC PRIMARY SCHOOL, BACUP

### HOW TO APPLY

#### EXPRESSION OF INTEREST

To apply for the role, please ensure that you provide an Expression of Interest form, providing a written statement of no more than 1,300 words detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the position of Deputy Headteacher at St Mary’s RC Primary School, Bacup.

If you would like to find out more about the position or have any queries about the application requirements, please contact the HR Department on 01282 855500 or [careers@romerocat.com](mailto:careers@romerocat.com)

#### CANDIDATE ADVICE AND GUIDANCE FROM THE DIOCESE

Thank you for your interest in the post of Deputy Headteacher at Deputy Headteacher at St Mary’s RC Primary School, Bacup which is part of the diocesan Romero Catholic Academy Trust and one of our diocesan schools.

Within this information pack prepared by the Trust, you will have a copy of the Diocesan Equal Opportunities Statement adopted by the Trust and school. You will also note that the appointment will be under the terms of the Catholic Education Service contract. If you are not familiar with this contract, it can be found on the CES website.

The Trust’s Board and the School’s Governors will offer the successful applicant a contract based on this CES model. As a possible candidate you may be uncertain about the contract in relation to your personal circumstances or previous teaching experience, especially if you are not currently teaching in a Catholic school. The diocese and the school’s governors are fully aware that everyone’s experience and circumstances are unique, and we find that any concerns can sometimes be resolved through a confidential prior discussion. Therefore, we offer all candidates the opportunity to discuss these issues in complete confidence should they wish to do so. Please feel free to contact the Diocese prior to making your application or at any time during the appointment process.

#### IMPORTANT ADVICE REGARDING FAITH REFERENCES

As you are aware, the person specification for the post to which you are making an application states that you are asked to provide a ‘positive and supportive faith reference from a priest where you regularly worship.’

At a time when priests are often assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references.

1. Speak to the priest before completing your application and ask if he agrees to you including him as a referee.
2. Provide him with an outline of - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)- your present post - school, areas of responsibility- the post to which you are applying - name of school, post, etc

By following the above advice, you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

#### DEFINITION OF PRACTISING CATHOLIC

“Christ at the Centre” is the adopted Salford Diocesan guidance which sets out our understanding of what it means to be a “practising Catholic” in relation to Catholic schools. The document can be accessed via the Catholic Education Service website.

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## BISHOP'S MEMORANDUM

As a minimum requirement it is the 'Bishops' Conference of England and Wales that expects that the posts of Headteacher, Deputy Headteacher and Head or Coordinator of Religious Education are to be filled by practising Catholics.

Whilst these posts have traditionally been used in schools, other senior leadership posts, and terminology, have come about in practice, often as a result of collaborative working arrangements between schools. Terms which are being used more frequently, and which are not defined in legislation for example: Executive Headteacher, Associate Headteacher and Head of School. The principle to be applied is that this minimum requirement will apply to the most senior leadership post i.e. the person with overall responsibility for the day-to-day management of the school, and the person who is the second most senior person in the leadership team.

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## NORTH WEST DIOCESAN STATEMENT ON EQUAL OPPORTUNITIES IN EMPLOYMENT

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The governing body is therefore committed to employment procedures which comply with discrimination legislation and do not discriminate on grounds of age, gender reassignment, race, colour, nationality, religion, sexual orientation, ethnic origin, marital status or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing our Catholic faith make a strong and sincere commitment to the school's Christian values and Mission Statement.

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Bodies. Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school and in these cases, there will be a requirement that the successful candidate is a baptised and practising Catholic.

**Full details and recruitment monitoring forms are available from the Romero Catholic Academy Trust website: [www.romerocat.com](http://www.romerocat.com) or the school website [www.stmarysbacup.org](http://www.stmarysbacup.org)**

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**Completed expression of interest, faith references and associated documentation should be returned to the HR department via e-mail: [careers@romerocat.com](mailto:careers@romerocat.com) before the closing date.**