



Rise up,
take courage,
and do it.

Deputy Headteacher Application Pack



The Barlow RC High School
Parrs Wood Road
East Didsbury
Manchester M20 6BX

Headteacher: Claire Wallace BA (Hons) NPQH
0161 445 8053
admin@thebarlowrchigh.co.uk
www.thebarlowrchigh.co.uk



**Rise up,
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Dear Applicant

Thank you for your interest in the position of Deputy Headteacher at our school, to start in September 2024.

We hope you find the information included with this application pack useful. Should you require any further information please visit our website, www.thebarlowrchigh.co.uk

We warmly invite you to visit our school, please contact Nic Cooke, HR & Finance Manager on 0161 438 2108 or email hr@thebarlowrchigh.co.uk

On behalf of the Governing Body of The Barlow Roman Catholic High School we thank you for your interest in our school, and look forward to receiving your application.

With best wishes

Mrs Cath Baggaley
Chair of Governors



Thank you for taking the time to consider applying for the post of Deputy Headteacher.

As a Catholic school, The Barlow has a distinct ethos which is centred on the teachings of Jesus. We believe that each person is made in the image and likeness of God and we aim to develop pupils' gifts and talents so that they reach their full potential.

The Barlow promotes excellence for young people in Manchester and the surrounding areas. We are a diverse and inclusive community and as such, we welcome pupils of all faiths and those without. Our community is built on outstanding relationships. Our school motto is 'Rise up, take courage and do it.' We believe it is more important than ever in today's society for our pupils to show courage, embrace challenges head on, pursue their dreams and make a difference in society.

The Barlow fosters academic excellence, delivering a broad, balanced, challenging, knowledge-rich curriculum and ensures high-quality teaching and learning. We have an experienced, highly skilled, and committed teaching staff, who have high expectations and aspirations and provide an excellent learning environment for all pupils - regardless of their prior attainment. Learning at The Barlow goes beyond the classroom, with a plethora of co-curricular activities designed to create opportunities and widen pupils' horizons.

The Barlow is a school where pupils feel safe, happy and valued. We pride ourselves on our relentless drive to ensure that all pupils flourish; and grow into well-rounded, respectful, confident, successful, young people. This is built on high-quality pastoral care and guidance, as well as the close partnership we form with parents and carers, to ensure the best possible education for all our pupils. We instil in our pupils the importance of fairness, in which, individual dignity is upheld and respected. We nurture pupils to be proud of promoting our core values of serve, pray, achieve and respect.

The Barlow is committed to providing an inclusive workplace where staff feel valued and trusted and where collaborative working is at the heart of everything we do. We also recognise the importance of supporting our staff to continuously develop in order for them to achieve their own professional career goals.

If you meet the role criteria and are an excellent practitioner and believe that a great education can transform a child's life and future, we would love to hear from you!

You are warmly invited to tour school, contact Nic Cooke on 0161 438 2108 or hr@thebarlowrchigh.co.uk

Ms Claire Wallace
Headteacher



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Why Work at The Barlow?

Our Values

Our core values are at the heart of every decision that we make as an employer. Our vision is to create a school community based on Catholic principles where everyone works together to provide a happy, supportive and productive learning environment.

- As a Catholic school, our mission is to show love through our respect for others. We value our God-given gifts, talents and abilities. Our aim is to bring out the best in everyone, staff and pupils within a safe and happy environment.
- To attract, recruit, develop and retain high performing staff, to ensure that we allow our pupils succeed and gain in confidence so that they contribute to society as skilful, happy and respectful young people.
- To provide a workplace where staff feel valued and trusted.
- To develop and support the growth of leadership and management.
- To promote a culture focused on diversity, inclusivity and wellbeing by creating a healthy work environment to enable staff to perform at their best.
- To provide opportunities for our staff to grow and develop.

Our Benefits

- A skilled, talented team of colleagues to work alongside.
- A comprehensive programme of purposeful, relevant continued professional development that is shaped by your needs.
- Focus on high expectations for pupils with a centralised behaviour system.
- Regular review of staff workload in order to support staff wellbeing.
- Workplace pension scheme with excellent employer contributions.
- We have a strong focus on CDP for our employees, ensuring that learning and development opportunities are offered throughout the academic year.

Family Leave

Enhanced family leave is available to support our staff with family commitments and emergencies.



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Flexible Working

Where possible, we support staff with the ability to work flexibly and recognise the importance of work/life balance.

Cycle to Work Scheme

Employees can purchase a bike through a salary sacrifice scheme.

Wellbeing Strategy

At The Barlow RC High School, we are committed to promoting and protecting positive mental health and emotional wellbeing for all our students, their families, our staff members and governors. It is our shared vision to ensure mental health related problems are identified early, through: the mindful observation of all our young people and each other, excellent, professional relationships, an open mental health culture and our extensive, embedded support system, which is open to all members of the school community.

Our commitment to promoting positive mental health and wellbeing across our school community can be recognised through our achievement of the Wellbeing Award for Schools. We were also the proud winners of the Wellbeing Award in The Manchester Evening News school awards 2022 in partnership with One Education.

We have a group of Wellbeing Champions who meet termly to prioritise staff wellbeing and look for ways to improve our offering and staff feedback is at the heart of this.

We also have an independent Employee Assistance Programme and Occupational health provider in place to support staff with any wellbeing needs.



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Job Title: Deputy Headteacher

Contract Details: Full time, Permanent

Salary/Grade: Leadership Scale L18 - L24

Start date: 1st September 2024

Job Summary

The Governing Body is seeking to appoint a Deputy Headteacher with proven whole school leadership experience. You must be a Catholic leader who has the experience, motivation, enthusiasm and skill set to work alongside the Headteacher and other stakeholders to help lead the future vision and development of the school.

The main duties of the role are:

- Be a member of the Senior Management Team;
- Assist the Headteacher in managing the school;
- Support and represent the Headteacher at meetings during their absence;
- Undertake such duties as are delegated by the Headteacher;
- Play a major role under the overall direction of the Headteacher in the strategic direction of the school in formulating and reviewing the School Self-Evaluation and the School Development Plan.

The successful candidate will be:

- Be a practising Catholic;
- Be an experienced Good/Outstanding Practitioner;
- Be an experienced Senior Leader;
- Be passionate and knowledgeable and have whole school experience of managing change to facilitate impact;
- Be a strategic thinker who is highly committed, motivated and ambitious;
- Have excellent communication, organisation and analytical skills;
- Possess the ability and energy to inspire, challenge, motivate and support both students and colleagues to meet and exceed expectations;
- Have a positive attitude towards work and others;
- Be willing to make a substantial contribution to the management of the wider life/organisation and day to day running of the school;
- Be able to evidence relevant senior leadership CPD including the National Professional Senior Leadership Qualification.

To arrange a visit, or have a conversation with the Headteacher please contact hr@thebarlowrchigh.co.uk, or **0161 438 2108**.

Closing date: Friday 26th April 2024, 8.00am

Interview dates: Wednesday 8th May 2024 & Thursday 9th May 2024

Application packs can be downloaded from the school website www.thebarlowrchigh.co.uk. Completed applications and supporting documentation should then be submitted to hr@thebarlowrchigh.co.uk

Our school is committed to safeguarding and protecting the wellbeing of children and young people and expects all staff to share their commitment. An enhanced DBS is required for all successful applicants. To comply with our safer recruitment policy, successful candidates are also subject to a social media screening.



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DIOCESE OF  SALFORD

Deputy Headteacher

JOB DESCRIPTION

Directly Reporting to	Headteacher
Main Purpose	
<p>The Deputy Headteacher will:</p> <ul style="list-style-type: none"> Undertake the normal responsibilities of the class teacher; Be a member of the senior management team; Assist the Headteacher in managing the school; Support and represent the Headteacher at meetings as and when required; Undertake such duties as are delegated by the Headteacher; Play a major role, under the overall direction of the Headteacher in formulating and reviewing the Mission Statement, Development Plan, overall aims and objectives of the school by helping establish the policies through which they shall be achieved, managing staff and resources to that end and monitoring progress towards their achievement; <p>If the Headteacher is absent from the school, the deputy Headteacher must undertake such duties of the Headteacher as the Headteacher or the Governing Board shall require.</p>	
<p>MAIN TASKS <i>The specific nature and balance of these responsibilities may vary from time to time and, particularly in a large school, be distributed amongst other holders of the post of deputy or assistant Headteacher.</i></p>	
1. Class Teacher Responsibilities	
1.1	To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
1.2	To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.
1.3	If required, to be responsible for a specific class or age group of children to be decided on appointment.
2. The internal organisation, management and control of the school	
2.1	To have specific responsibilities to be agreed upon appointment.

2.2	<p>To contribute to:</p> <ul style="list-style-type: none"> • Fulfilling the school's Mission Statement • Maintaining and developing the Catholic ethos, values and overall purposes of the school • Formulating the aims and objectives of the school and policies for their implementation • A development plan which will translate school aims and policies into actions • Monitoring and evaluating the performance of the school and its achievements as a Catholic school • Implementing the Governing Board's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs • The efficient organisation, management and supervision of school routines
3. Curriculum Development	
3.1	<p>To contribute to:</p> <ul style="list-style-type: none"> • The development, organisation and implementation of the school's curriculum • School policies on curriculum, teaching and learning styles, assessment, recording and reporting • Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals, including these with special educational needs • Ensuring that the Diocesan policy on Religious Education is fulfilled • Ensuring arrangements for the daily act of collective worship and the spiritual life of the school • Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive Catholic nature, purpose and aims of the school • Providing high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church • Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school • Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided • The promotion of extra-curricular activities in accordance with the educational aims and Catholic ethos of the school
4. Pupil care	
4.1	<p>To contribute to:</p> <ul style="list-style-type: none"> • The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and doctrines of the Catholic Church • The effective induction of pupils • The determination of appropriate pupil groupings • The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good • The development among pupils of self-discipline • The handling of individual disciplinary cases
4.2	<p>Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.</p>

4.3	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.
5. The management of staff	
5.1	To participate in the selection and deployment of teaching and non-teaching staff of the school.
5.2	To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
5.3	To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school
5.4	<p>To implement and develop staff development policies appropriate to the Catholic nature of the school in relation to:</p> <ul style="list-style-type: none"> • The induction of new and newly qualified teachers and other staff • The provision of professional advice and support and the identification of training needs • Students under training/work experience
5.5	To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or Boards.
5.6	To maintain good relationships with individuals, groups and staff unions and associations.
6. The management of resources	
6.1	To contribute to the formulation of the school's policies and procedure concerning resource management in accordance with the school's Mission Statement.
6.2	To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher
6.3	To promote an attractive environment which stimulates learning, enhances the appearance of the school and expresses its Catholic identity.
6.4	To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
6.5	To maintain effective working relationships with external agencies and services contracted to the school and the Authority.
7. Relationships	
7.1	To advise and assist the Governing Board as required in the exercising of its functions including attending meetings and making reports.

7.2	To assist liaison and co-operation with Diocesan and Authority officers and support services.
7.3	To help in maintaining and developing effective communications and with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education.
7.4	To assist liaison with other educational establishments, especially other Catholic institutions, in order to promote the continuity of learning, progression of achievement and curriculum development.
7.5	To assist liaison with other professional bodies, agencies and services.
7.6	<p>To develop and maintain positive links and relationships with the parish community, local organisations and employers:</p> <ul style="list-style-type: none"> • To promote a positive image of the school • To ensure that the school plays a constructive role in the life of the parish and community and that its curriculum draws on the nature and resources of that community.
7.7	Create outward -facing schools which work with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

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



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DIOCESE OF  SALFORD

Deputy Headteacher

PERSON SPECIFICATION

Criteria for Appointment Person Specification

Source Key:

A = Application Form, I = Interview, R = References, CC = Checking Certificates

[A] Faith Commitment	Essential	Desirable	Source
1. Practising Catholic	*		A/I/R
2. Involvement in parish community		*	A/I/R
To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school:			
3. Leading school worship	*		A/I
4. Ways of developing religious education and worship		*	A/I
5. A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school	*		A/I
6. How relationships should be fostered and developed between the school, parish and its community and Diocese of Salford	*		A/I
7. Qualified teacher status	*		A/CC
8. Degree	*		A/CC
[C] Professional Development	Essential	Desirable	Source
9. Evidence of appropriate professional development for the role of Deputy Headteacher	*		A
10. Evidence of recent leadership and management professional development	*		A
11. Has successfully undertaken appropriate safeguarding training and knowledge of legislation for the protection of young people	*		A
12. Has successfully undertaken Designated Safeguarding Lead Training		*	A/I/CC
13. Has completed a Catholic Leadership Programme or has a commitment to doing so	*		A/I/CC

[D] School leadership and management experience	Essential	Desirable	Source
14. To have substantial and current experience as a senior leader in a Secondary Phase	*		A/I/R
15. To have had active and effective leadership of a team / department/ key stage/ curriculum area as a middle leader	*		A/I/R
16. To have taken an active involvement in school self-evaluation and development of a relevant and effective curriculum	*		A/I/R
17. To have an understanding of financial management in a school	*		A/I/R
18. To have implemented and developed a whole school initiative	*		A/I/R
19. To have had responsibility for policy development and implementation	*		A/I/R
20. To have had experience of and ability to contribute to continuing professional development across the phase. (E.g. coaching, mentoring, INSET for staff)	*		A/I/R
21. Work positively with parents and carers	*		A/I/R
22. To demonstrate an awareness of current national educational policy	*		A/I/R
[E] Experience and knowledge of teaching	Essential	Desirable	Source
23. Experience of teaching in more than one school		*	A/I/R
24. Experience of teaching in a school in similar circumstances/ serving a similar community		*	A/I
25. Significant teaching experience and proven excellence in teaching pupils.	*		A/I/R
26. To have a knowledge and understanding of all Key Stages in the phase	*		A/I/R
27. Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement	*		A/I/R
28. To be able to exemplify how the needs of all pupils have been met through high quality teaching	*		A/I/R
[F] Professional Attributes	Essential	Desirable	Source
29. To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met.	*		I
30. To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	*		I
31. To have excellent written and oral communication skills (which will be assessed at all stages of the process)	*		A/I
32. To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	*		A/I/R

33. Show a good commitment to sustained attendance at work	*		A/I/R
[G] Professional Skills	Essential	Desirable	Source
<p>Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions Document. The deputy Headteacher must be exemplary and be able to:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge pupils • Promote good progress and outcomes by pupils • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all pupils • Make accurate and productive use of assessment • Manage behaviour effectively • Fulfil wider professional responsibilities 	*		A/I/R
[H] Personal Qualities	Essential	Desirable	Source
<p><u>All of the following are considered essential for the post and will be assessed through interview and reference:</u></p> <ul style="list-style-type: none"> • Continue to promote the school's strong educational philosophy and values • Inspire, challenge, motivate and empower teams and individuals to achieve high goals • Inspire trust in the school community • Communicate clearly and effectively both orally and in written English • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Build and maintain quality relationships through interpersonal skills and effective communication • Demonstrate personal and professional integrity, including modelling values and vision • Manage and resolve conflict • Prioritise, plan and organise themselves and others • Think analytically and creatively and demonstrate initiative in solving problems • Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others • Demonstrate a capacity for sustained hard work with energy and vigour 	*		I/R

[J] Confidential References and Reports	Essential	Desirable	Source
A positive and supportive faith reference from a priest where the applicant regularly worships	*		I/R
Positive recommendation from all referees, including current employer	*		I/R
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	*		I/R
<i>The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.</i>			
[H] Application Form and Supporting Statement	Essential	Desirable	Source
The form must be fully completed. The supporting statement should be clear, concise and related to the specific post, <i>following the guidance outlined in section G above.</i>	*		A
<i>The CESEW Leadership Application Form must be fully completed. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.</i>	*		A