



St Mary's Catholic Primary School

Job Application Pack

Head of School



Welcome from the Executive Headteacher

Welcome from the Executive Headteacher

St Mary's is a happy, inclusive Catholic school where children develop as well-rounded individuals with a strong sense of self and a commitment to being an involved participant in our community. Our children are viewed as unique individuals with value and worth created in the image of God.

St Mary's Catholic Primary School is part of a partnership of Catholic Schools. In collaboration with Holy Family Xavier Catholic Primary and St Francis Xavier Catholic Primary, we aim to create a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At St Mary's, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning, and exceptional personal support in an inclusive, faith based environment.

Every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from staff who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our staff to make a difference, makes me proud to be Executive Headteacher of this diverse and dynamic family of schools.

I look forward to receiving your application

Bernadette Nesbit
Executive Headteacher, NLE

"The Catholic Life of the school is outstanding because a strong sense of Catholic identity has been established, enabling all staff and pupils to be united in living its mission" Section 48 inspection December 2022

"Pupils' behaviour and attitudes to learning are exceptional. They show tremendous respect for, and kindness towards, each other. Pupils' behaviour does not get in the way of learning. In fact, it is quite the opposite. Girls and boys work and play together in harmony. Leaders' hard work to improve attendance and punctuality has paid off. Pupils come to school regularly and on time." Ofsted, 2021

Our mission statement at St Mary's Catholic Primary School is embedded by the statement of ethos:

'Dream it, Believe it, Achieve it'

**'At St Mary's, we walk together with Christ, to achieve our potential,
helping one another to love, care, smile and learn.
Let your light shine'**

About the Partnership of Catholic Schools

Our aim as a partnership is to deliver an innovative approach to inclusive, enriching and balanced cross curricular teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth and strength of the partnership is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

St Mary's Catholic Primary School

St Mary's Catholic Primary School is situated close to Doncaster town centre with close links with the A1 and other major motorway routes.

St Francis Xavier Catholic Primary School

St Francis Xavier Primary School is situated close to Doncaster City centre with close links with the A1 and other major motorway routes. It is a vibrant and aspirational school with a proud and visible Catholic ethos underpinning a positive approach to both learning and behaviour.

Holy Family Catholic Primary School

Holy Family Primary School is a Catholic Voluntary Academy located in the east of Doncaster. It is a vibrant and aspirational school with a proud and visible Catholic ethos underpinning a positive approach to both learning and behaviour.

Safeguarding Children & Young People

The Governing Body is fully committed to safeguarding and to promoting the welfare of children and applicants will undergo child protection screening appropriate to the post, including checks with past employers. The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check. Shortlisted Applicants will be required to complete a self-disclosure.

Please read the following policies, which are available on the 'Policies' tab on the school website:

- **Safeguarding Policy**
- **Child Protection Policy**
- **Safe Recruitment Policy**

The Vacancy

St Mary's consists of a committed and professional team led by experienced passionate practitioners supported by a strong Senior Leadership Team (SLT) who have experience within and beyond the partnership.

The SLT will take a proactive approach, sharing experiences and good practices between colleagues to develop our teaching and learning and own professional developments. We are keen that students have an opportunity to extend their interest and enthusiasm by taking part in a range of extra-curricular activities such as clubs, visits and competitions. We would welcome any contribution you could make to these activities at the school. Above all, we wish to appoint imaginative and enthusiastic Head of School, who will be keen to work alongside a team determined to create an excellent school.

You will primarily be based at St Mary's. However, as part of your professional development, there is also the potential to support and be supported by the staff at St Francis Xavier Primary School, Balby and Holy Family Catholic Primary School, Stainforth.

Applications

For more information about St Mary's Catholic Primary School, please visit www.St-Marys-pri.doncaster.sch.uk.

To apply for the role please download the 'CES Teacher Application Form' and supporting documents from the 'Vacancies' tab on our website. Your completed form, along with all supporting documents are to be submitted to sarah.cashmore@francisxavier.co.uk clearly demonstrating your suitability for the role.

Closing Date: 11am, Wednesday 15th May 2024

Interview Date: Tuesday 21st May 2024

If you have any queries, wish to discuss the role informally or undertake a visit to the school, please do not hesitate to contact us via email sarah.cashmore@francisxavier.co.uk or telephone 01709 863280

Job Description

| | |
|----------------------------|---|
| Post Title: | Head of School |
| Grade: | L11 – L15 |
| Responsible to: | Executive Headteacher |
| Relationships with: | Senior Leadership Team, teachers, SENDCo, teaching assistants, support staff, local authority services, other education providers, pupils and parents |

Is this a regulated activity: Yes

Main Purpose:

This post is an opportunity to play a crucial role in ensuring that St Mary's Catholic Primary School drives forward in its mission to be the best it can be. The Head of School will work alongside the Executive Headteacher and SLT in defining, articulating and implementing the shared vision and values of the school through effective communication and engagement with all stakeholders. It is expected that the Head of school will demonstrate leadership skills working with the Executive Head on the implementation of the strategic direction of the school and working with individuals and groups to ensure the implementation of school policies, systems and procedures. To support the Catholic Life and Mission, leading religious education across the school and ensuring its strong religious identity.

The purpose of the post is to assist the Executive Headteacher in leading and managing the school by:

- Contributing to the vision and strategic direction of the school to ensure school improvement
- Contributing to formulating and reviewing the School Development Plan and the aims and objectives of the school
- Supporting the Executive head in implementing policies
- Carry out those responsibilities defined by statute with specific reference to conditions of Employment of Headteachers in the DfE (DCSF) publication 'School Teachers Pay and Conditions,' including the educational standards, internal organisation, management and control of both schools

The specific requirements of the post are subject to discussion in order to balance the roles of the wider Senior Leadership Team and the strengths of the successful candidate(s). Expertise in the following would be helpful.

- Monitoring and improving teaching and learning; including Pupil Progress Meetings, appraisals, attendance management of staff
- Assessment: analysing, interpreting and sharing data with staff and all other stakeholders;
- Liaise with external providers;
- Coordinate training for staff and lead staff training;
- Support middle leaders, ECTs and support staff in their professional development;
- Safeguarding lead;
- H&S of the school site, cleanliness, tidiness and the smooth running of the school;
- Report regularly to the Executive Headteacher and be responsible for the Head's report to governors and leading committee meetings as required;
- Pupil Premium Champion;
- Day to Day communication: in addition for being responsible for timetables, rotas and liturgical events across the year;
- Continue the Parish Links and support whole school liturgical events

To ensure the financial management of the school is run efficiently and effectively; securing best value, monitoring, accountability and the smooth running of financial systems and processes

Shaping the future:

- Support the Executive headteacher and governors in establishing an ambitious vision and ethos for the future of the school
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
- Lead by example to motivate and work with others
- In partnership with the Executive headteacher, lead by example when implementing and managing change initiatives
- Work alongside SLT across the Partnership of Schools

Leading Teaching and Learning:

- Work with the Executive headteacher to raise standards through staff performance management
- Organisation and delivery of training and support for staff
- Lead the development and review of agreed aspects of the curriculum or pastoral including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum/care for all pupils
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the policies and practices
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Support newly and recently appointed staff to ensure Teaching and Learning is at least good through effective coaching and mentoring;
- Holding senior leaders to account whilst supporting improvements where necessary through observations, monitoring and feeding back effectively on lessons, books, data, planning
- Coordinate training and support via other agencies
- Mentor and coach both newly appointed staff and trainees to ensure standards remain high and consistent

Developing self and others:

- Support the induction of staff new to the school and those being trained within the school as appropriate;
- Participate in the selection and appointment of teaching and support staff as appropriate;
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting where required;
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate;
- Work with support staff, including the inclusion team in relation to safeguarding;
- Liaise with agencies;
- Undertake specific duties as requested by the Executive Head of the school to ensure the smooth running of the school;
- Undertake training as requested;
- Motivate and inspire others;
- Lead by example-with integrity, creativity, resilience and clarity;
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards staff and pupils, parents and members of the Local Community;
- Be a positive role model that others inspire to;
- Be resilient and have high but realistic expectations of self and others;
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes;

- Ensure that the child protection policies and procedures adopted are fully implemented and followed and staff have up to date training;
- Ensure Health and safety policies and procedures are followed including Risk Assessments and RAs for out of school visits

Managing self and others:

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met including Self Evaluation;
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication;
- As appropriate and under the leadership of the Executive headteacher, undertake activities related to professional, personnel/HR issues;
- Manage HR and other leadership processes as appropriate e.g. sickness absence, discipline;
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school;
- Be a proactive and effective;
- Contribute to the day-to-day effective organisation and running of the school;
- To undertake any further professional duties, reasonably delegated by the Executive Headteacher;
- Actively support the governing body to understand its role;
- Establish rigorous, fair and transparent systems and measures for managing the performance of staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour in the school and wider community;

Securing accountability:

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Strengthening community

- Assist and develop the policies and practice, which promote inclusion, equality and the extended services that the school offers;
- Develop and maintain contact with all specialist support services as appropriate;
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties;
- Strengthen partnership and community working;
- Promote positive relationships and work with colleagues in other schools and external agencies;

- Support the links with the parish and the Diocese of Hallam;
- Create a strong Catholic ethos within which all staff are motivated
- Be able to work in the partnership of Catholic schools
- To be present in the religious life of the school and develop links with the parish

Ensure that the health and safety of all students and staff is promoted and maintained to a high standard at all times in accordance with the school's relevant policies and procedures.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of Post Holder:

Date:

Please sign both copies of the job description. Retain one copy for your own reference and return the remaining copy to the school within 14 days of receipt. If a signed copy is not received within the 14 day timescale, it will be assumed that you have accepted the terms and conditions contained within it.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

| Ref | Criteria | E/D | App | Ref | Int |
|--|--|-----|-----|-----|-----|
| Qualifications and Training | | | | | |
| Q1 | A qualified teacher (QTS) with a good honours degree or equivalent | E | ✓ | ✓ | |
| Q2 | Senior Leadership experience | E | ✓ | ✓ | |
| Q3 | Evidence of recent and relevant training and development at leadership level or in preparation for headship | E | ✓ | | |
| Q4 | Practising Catholic to fulfil a permanent position as Head of School | E | ✓ | | ✓ |
| Professional Experience and Knowledge | | | | | |
| P1 | Successful teacher with a proven track record of achieving high standards | E | ✓ | ✓ | ✓ |
| P2 | Experience of teaching, and leading Teaching and Learning | E | ✓ | ✓ | ✓ |
| P3 | Sustained, successful leadership at a senior level preferably in a variety of contexts and in more than one school | D | ✓ | ✓ | ✓ |
| P4 | Proven track record in leading and managing staff to support successful outcomes for a wide ability range of children | E | ✓ | ✓ | ✓ |
| P5 | Knowledge and understanding of the wider educational agenda including current national policies and educational issues | E | ✓ | | ✓ |
| P6 | Evidence of successfully developing a team or teams of professionals, delegating effectively and managing change | E | ✓ | ✓ | ✓ |
| P7 | Experience of/understanding of ITT and developing a professional learning programme that is responsive to the needs of a range of partners within a Teaching School alliance | D | ✓ | | ✓ |
| P8 | Experience of working with and advising the Governing Body to enable it to fulfil its role and statutory obligations | D | ✓ | ✓ | ✓ |

| Ref | Criteria | E/D | App | Ref | Int |
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| Shaping the future | | | | | |
| S1 | Able to promote and nurture a shared ethos (beyond academic excellence) which underpins all aspects of school life | E | ✓ | ✓ | ✓ |
| S2 | Ability to inspire, challenge, motivate and empower others to carry forward a shared vision for school improvement | E | ✓ | ✓ | ✓ |
| S3 | Ability to develop and implement strategic level plans | E | ✓ | ✓ | ✓ |
| S4 | Experience of (D), and commitment to (E), working with the Governing Body and all stakeholders to develop a shared school vision | E/D | ✓ | ✓ | ✓ |
| Leading learning and teaching | | | | | |
| T1 | Is passionate about learning and seeks to create an inspirational learning environment | E | ✓ | ✓ | ✓ |
| T2 | An outstanding teacher with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and further raise standards | E | ✓ | ✓ | ✓ |
| T3 | Is confident in judging lessons and effective in giving feedback to colleagues resulting in improvement | E | ✓ | ✓ | ✓ |
| T4 | Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement | E | ✓ | ✓ | ✓ |
| T5 | Successful experience of curriculum development together with an understanding of the issues associated with choice and flexibility to secure personalised learning for all | E | ✓ | ✓ | ✓ |
| T6 | Has successfully used feedback and data to raise achievement of children and improve teacher effectiveness | E | ✓ | ✓ | ✓ |
| T7 | Successful experience of positive behaviour management and development of a child focused, inclusive learning environment so that behaviour and attendance is outstanding | E | ✓ | ✓ | ✓ |
| T8 | Embraces new technology in education and understands the impact of ICT for the future of learning and teaching | E | ✓ | ✓ | ✓ |
| T9 | Ability to provide spiritual leadership | E | ✓ | ✓ | ✓ |
| Developing self and working with others | | | | | |
| D1 | To be a role model of best practice, with a professional demeanour that engenders confidence, trust and respect in others | E | ✓ | ✓ | ✓ |
| D2 | Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes | E | ✓ | ✓ | ✓ |
| D3 | Motivated to develop self and actively seeks out feedback | E | ✓ | ✓ | ✓ |
| D4 | Able to identify strengths in others and support and coach others to develop themselves | E | ✓ | ✓ | ✓ |
| D5 | Able to develop organisation wide strategies for development of people | E | ✓ | ✓ | ✓ |
| D6 | Proven success in promoting equality, respecting diversity and challenging stereotypes so as to promote the rights of children | E | ✓ | ✓ | ✓ |
| D7 | Able to understand the importance of a work life balance | E | ✓ | ✓ | ✓ |

| Ref | Criteria | E/D | App | Ref | Int |
|--|--|-----|-----|-----|-----|
| Leading and managing the organisation | | | | | |
| L1 | Evidence of successful leadership of whole school initiatives leading to improved standards | E | ✓ | ✓ | ✓ |
| L2 | A proven track record of leading others to success, sustaining and developing a culture of collaboration, knowledge sharing and celebration of success, accepting responsibility for outcomes | E | ✓ | ✓ | ✓ |
| L3 | Is well informed, shows evidence of keeping up to date in interpreting curriculum developments and is familiar with government initiatives and their relative importance | E | ✓ | ✓ | ✓ |
| L4 | Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution | E | ✓ | ✓ | ✓ |
| L5 | Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best educational outcomes | D | ✓ | ✓ | ✓ |
| L6 | An in depth understanding of the latest school inspection frameworks and the ability to prepare staff and evidence to realise the best judgements possible | E | ✓ | ✓ | ✓ |
| L7 | Evidence of the skills to harness ICT for the benefit of the school with regard to the delivery of the curriculum and school support systems | E | ✓ | ✓ | ✓ |
| L8 | Experience and understanding of the recruitment process to ensure the appointment and retention of the highest quality staff, including all safer recruitment and safeguarding procedures | D | ✓ | ✓ | ✓ |
| L9 | Understanding legislation with regard to Health and Safety, such that the school meets its statutory requirements and is a safe environment for learning, promoting the well-being of staff and children | D | ✓ | ✓ | ✓ |
| L10 | Able to sustain a safe, secure and healthy school environment including maintenance of buildings and the school environment | D | ✓ | ✓ | ✓ |
| L11 | A commitment to the concept of an inclusive school, underpinned by equal opportunities, in which the academic and personal welfare of each student is paramount | E | ✓ | ✓ | ✓ |
| Securing accountability | | | | | |
| SA1 | Proven successful experience of school self-evaluation and accountability and the school improvement process | E | ✓ | ✓ | ✓ |
| SA2 | Knowledge and experience of statutory educational frameworks including Governance (D) and Ofsted (E) | D/E | ✓ | ✓ | ✓ |
| SA3 | Success in developing curriculum, providing successful leadership of resources, while securing best value | E | ✓ | ✓ | ✓ |
| SA4 | Able to use a range of evidence, including performance data, to support, monitor, evaluate and improve the work of the school. | E | ✓ | ✓ | ✓ |
| SA5 | Able to engage stakeholder and community engagement in, and accountability for, the success of the school's performance | D | ✓ | ✓ | ✓ |
| Strengthening community | | | | | |
| C1 | A commitment to, and evidence of, promoting diversity & equal opportunities within the school, curriculum and possibly in employment practice | E | ✓ | ✓ | ✓ |
| C2 | Evidence of building effective relationships with parents, carers, partners and the community, that enhances the education of all children | E | ✓ | ✓ | ✓ |
| C3 | Able to reflect and act on community feedback | E | ✓ | ✓ | ✓ |
| C4 | Successful experience of securing and raising standards in an inclusive school and working with external agencies locally and nationally | E | ✓ | ✓ | ✓ |

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| C5 | A commitment and vision to collaborate with the teaching school alliance to develop the wider school community and systems leadership | D | ✓ | ✓ | ✓ |
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| Professional qualities, skills and abilities | | | | | |
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| AB1 | Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school, through leading, influencing and modelling behaviour | E | ✓ | ✓ | ✓ |
| AB2 | The ability to think and plan strategically to promote the school's vision, ethos and values | E | ✓ | ✓ | ✓ |
| AB3 | Is well organised, able to plan, prioritise and delegate effectively | E | ✓ | ✓ | ✓ |
| AB4 | Is articulate and approachable with excellent communication skills both verbally and in writing | E | ✓ | ✓ | ✓ |
| AB5 | Has strong interpersonal skills and self-awareness, adapting to situations and carefully managing professional relationships | E | ✓ | ✓ | ✓ |
| AB6 | Has proven sound decision-making abilities based on ability to analyse and interpret information | E | ✓ | ✓ | ✓ |
| AB7 | Has presence and visibility as a leader, demonstrating optimism, resilience with a well-developed sense of proportion | E | ✓ | ✓ | ✓ |
| AB8 | Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity | E | ✓ | ✓ | ✓ |
| AB9 | Is able to relate well to parents/carers, staff, governors, partners and the wider community | E | ✓ | ✓ | ✓ |

| Personal Capabilities | | | | | |
|------------------------------|--|---|---|---|---|
| PC1 | Motivation – has an urgent and compelling need to improve opportunities for children | E | ✓ | ✓ | ✓ |
| PC2 | Emotional resilience – ability to sustain energy, optimism and motivation in the face of pressure and setbacks. This is founded on a positive outlook and the capacity for emotional self-control | E | ✓ | ✓ | ✓ |
| PC3 | Community engagement and external orientation – the desire to understand and engage with the community | E | ✓ | ✓ | ✓ |
| PC4 | Leadership – the motivation and ability to use the talents of all staff, through motivation, delegation and empowering others | E | ✓ | ✓ | ✓ |
| PC5 | Strategic thinking – the capacity to bring focus and clarity to the task | E | ✓ | ✓ | ✓ |
| PC6 | Consistency and accountability – a strong sense of consistency and integrity, with high standards for oneself and the organization, combined with the capacity to hold others to account for high standards of performance | E | ✓ | ✓ | ✓ |
| PC7 | Influence – ability to persuade and influence others through personal presence and based on understanding the aspirations and reactions of others | E | ✓ | ✓ | ✓ |
| PC8 | Confidence and personal authority – the capacity to act decisively and appropriately | E | ✓ | ✓ | ✓ |