



**ST JOSEPH'S CATHOLIC**  
PRIMARY SCHOOL



# Headteacher Vacancy Information Pack March 2021

Education  
Commission  
CATHOLIC BRIDGES OF SOUTHWAKE



*Love, Learn, Live*

# Letter from Chair

March 2021

Dear Applicant,

I would like to thank you for showing an interest in the post of Head Teacher at St Joseph's RC Primary School.

St Joseph's is a warm, welcoming and ambitious single form entry school located neatly between Crayford and Bexleyheath. Whilst we are a small school, we celebrate what pupils do well and reinforce this with high expectations.

Our staff are dedicated, enthusiastic and committed to maintaining the highest standards of learning and providing a creative curriculum that is relevant and accessible for all our pupils.

The school has a great relationship with St Mary of the Crays Church and our Parish Priest is now part of the Governing Body which has strengthened the already well-established Catholic ethos within the school.

The school is over 150 years old founded by the Applegarth family to support the education of local Catholic children. The school offers an up to date, spacious and comfortable learning environment. Whilst we may look small from the kerb side, inside we have large classrooms, separate dining and assembly hall, ICT suite, music room and art room. The grounds of the school provide plenty of open space for the children, with well-established trees and grass areas that are large enough for us to host sports day activities for years R,1 and 2.

This vacancy has arisen following the pending retirement of our current Head Teacher, Mrs Sinclair, who has served the school with aplomb for the last ten years. The governing body and I are looking to appoint an ambitious, enthusiastic, motivational and dynamic leader who will work with us to continue building upon the school's success.

At our last Ofsted inspection (February 2018) the school had its 'Good' rating reaffirmed. Inspectors noted our "...drive for strong academic outcomes balanced with a rich curriculum which motivates pupils to try hard and value their time in school..." The governors and the senior leadership team are ambitious for the school's future and are seeking a leader who can maintain and build on the success in delivering the very best education possible for all pupils.

You should be assured that you will be supported by a talented, committed and professional team of staff who are keen to build on an already exceptional learning experience for children.

Thank you for your interest in this post. I look forward to hearing from you.

Yours faithfully,

Robert Clarke  
Chair of Governors

# About Us

St Joseph's is a successful, happy school, with a strong Catholic ethos, which has proudly served the local community for over 150 years. Our core values of 'Love, Learn, Live' support our pupils to: understand the love of God and neighbour; fulfil their academic potential, give each pupil the experiences and skills which will enable them to live their lives to the fullest extent as successful, confident and responsible individuals.



*Love, Learn, Live*

Our pupils enjoy a well ordered, safe and respectful environment where each child is valued for who they are. As a small school we know each of our children as individuals and visitors often comment on our friendly family ethos. As a school we are committed to offering an exciting curriculum with a wealth of different experiences including extensive music opportunities, wide ranging clubs and an interesting and varied programme of visits and theme days.

Our teaching staff are dedicated professionals who work tirelessly to support each pupil to do their best in a culture of high expectations. Class teachers are supported by language, music and sports specialist teachers. We are fortunate to have super teaching assistants supporting the learning in each classroom. Educational standards at St Joseph's are high. Our results in reading (including phonics), writing and mathematics are consistently higher than national levels including the high percentage of children who reach working at 'greater depth'. Our children leave St Joseph's with the grades and aptitude to succeed at the wide variety of secondary schools available in Bexley and Kent.

We work in partnership with parents and carers and recognise the importance and challenges of their role. We offer support and guidance with curriculum expectations, with regular communication and opportunities to be involved in school life. Smiley Ark, an independent club, run a morning and after school service on site, exclusively for our pupils.

We offer an attractive, well maintained learning environment with large airy classrooms, a dedicated computer suite, art room, music room, library, learning support rooms and an environmental garden with extensive grass play areas. We have our own kitchen with all meals cooked on site. Crayford railway station is a 15-minute walk away.

We are a diverse, friendly Catholic community, welcoming families from all different backgrounds, bound together in the aim of offering the very best for our children.

## Our Vision

The teachers and governors of St Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

The aims of St Joseph's Catholic Primary School are:

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well-ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils

*Love, Learn, Live*



# About Us

- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

## Denominational Inspection (Section 48) Rating

Our last inspection took place in November 2016 and our overall effectiveness in providing Catholic Education was 'Good'.

The full report can be read at:

[https://www.st-josephs.bexley.sch.uk/Religious Denomination Inspection Report.pdf](https://www.st-josephs.bexley.sch.uk/Religious_Denomination_Inspection_Report.pdf)

## Ofsted Rating

Our last inspection took place in February 2018 and our overall effectiveness was 'Good'.

The full report can be read at: [https://www.st-josephs.bexley.sch.uk/Ofsted Report .pdf](https://www.st-josephs.bexley.sch.uk/Ofsted_Report_.pdf)

## Safer Recruitment

St Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Our selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. It is expected that candidates should be aware and understand their duties and responsibilities in relation to child protection and safeguarding children.

## Equal Opportunities

St Joseph's Catholic Primary School is committed to equality and diversity in employment practice and service delivery.

## Guaranteed Interview Scheme for Applicants with Disabilities

As part of our commitment to equalities and diversity, we aim to ensure that candidates are not prevented from demonstrating their true abilities during the recruitment and selection exercise. We guarantee an interview to any disabled candidate whose application meets the minimum essential criteria for the post.

We are also committed to make reasonable adjustments to our recruitment and selection processes where appropriate. This is to ensure that no candidate, whether they have a disability or not, is unfairly prevented from demonstrating their abilities and skills.



# Your Application

It is important that you complete all sections of the application form and that you provide full information in each section. Your application form should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application. CV's will not be accepted.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative. A sample of the reference pro-forma that will be sent to the referees of shortlisted applicants can be viewed in Appendix A.

Reference is made on the application form that you must disclose whether you are related to anyone within the School or if you have any financial interest in contracts with the School or pending tenders; or if you are currently employed by the School. Canvassing for appointment disqualifies.

## **School Tours**

**Due to the COVID-19 pandemic short tours could be arranged, subject to government guidelines by prior appointment on a one-to-one basis.**

**Please contact the School Office (01322 524162) of the Office Manager, Denise Heron via email ([admin@st-josephs.bexley.sch.uk](mailto:admin@st-josephs.bexley.sch.uk)) to arrange this.**

**The closing date for receipt of applications is noon on Friday 23<sup>rd</sup> April 2021.** Interviews are expected to be held on Monday 10<sup>th</sup> and Tuesday 11<sup>th</sup> May 2021.

## **Please address your application to:**

Tracy Simmonds/Lucy Saunders

Schools HR, Third Floor East, Civic Offices,

2 Watling Street, Bexleyheath, Kent, DA6 7AT

Direct Dial No: 020 3045 4360

E-mail: [schoolsrecruitment@bexley.gov.uk](mailto:schoolsrecruitment@bexley.gov.uk)

Please note: This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. St Joseph's Catholic Primary School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

## **What will happen if you are shortlisted for interview**

If you are shortlisted for interview, you will be notified of this in writing via email. Emails will be sent to the email address provided on your application form. References will be taken up prior to the interview process and full employment histories may be verified as part of our vetting procedures in our on-going commitment to safer recruitment practices.

# Your Application

## The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020

This Act recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits.

Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

**The post you are applying for is 'exempt' under the Act.** You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, you will be asked to complete a self-disclosure form before interview and bring this with you in a separate, sealed envelope marked 'Confidential'.

The envelope will only be opened, and the information reviewed where a conditional offer of employment is made as part of our vetting checks. All unopened self-disclosure forms of unsuccessful applicants will be securely disposed of.

You are also required to complete the declaration on the application form.

**Please note:** You do not need to declare any criminal record information that is now filtered under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020. This law came into force in November 2020. As a result, certain cautions and convictions are now considered 'protected' and therefore filtered from Standard or Enhanced DBS checks. Further guidance on whether a conviction, caution, final warning or reprimand is eligible to be filtered can be found at: <https://www.gov.uk/government/publications/dbs-filtering-guidance>.

## What will happen if you are offered the post

If you are offered the post, we will ask for evidence of your identity, your right to work in the UK and your qualifications. We will ask you to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

If you have been a resident overseas for three months or more over the past five years, or beyond the last 5 years have worked with children or young people overseas or you were born overseas, we will ask you to apply for an overseas criminal record check. The application process for criminal records checks or 'Certificates of Good Character' varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you are disqualified under the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Whether you are prohibited from teaching by the Secretary of State preventing you from carrying out teaching work in schools.

# Your Application

- Whether you are subject to disciplinary sanctions, which were imposed by the GTCE prior to its abolition in 2012.
- Your qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, where relevant; and
- That you are medically fit to undertake the role.

## False Information

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

# Job Description

## St Joseph's Primary School

Job Title: Headteacher

Salary Scale: Group 2 | ISR L13-L21\* (£60,073 - £71,666)

Reports To: The Governing Body



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### Job Overview

Working with Governors, the Headteacher will provide strong, strategic leadership of St Joseph's Catholic Primary School, managing the school on a day-to-day basis, in order to provide the very best educational opportunities and outcomes for all its pupils.

### Responsibilities and Duties

#### **Shaping the future - strategic direction and development**

- To offer vision and leadership in the Catholic life of the school.
- To support the whole school and the wider community in the journey of faith.
- Working with Governors, establish a strong vision, ethos and identity that unites the school community, ensuring that this is clearly articulated, shared, understood and effectively acted upon.
- In association with Governors and leaders, translate the vision into agreed objectives and operational plans which will build on the school's many successes and promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Work with all stakeholders to create a shared culture and positive, collegial climate for all. Ensure that strategic planning takes account of the diversity, values and experience of the school and wider community.
- Work with school leaders, staff and Governors to rigorously evaluate progress towards agreed objectives, targets and outcomes.
- Develop school policies and procedures that reflect the school's strategic direction.

#### **Teaching and learning**

- Maximise the opportunities for all pupils through continuous school-wide focus on pupils' achievement, using data, benchmarks and scrutiny to monitor the progress of every child's learning.
- Ensure that a high-quality curriculum and excellent teaching is at the heart of strategic planning and resource management.
- Establish creative, responsive and effective approaches to teaching and learning, with a particular focus on the arts and STEM subjects.
- Work with school leaders and teaching staff to determine, organise and implement a diverse, flexible and relevant curriculum and an effective assessment framework.
- Develop and implement effective policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others.
- Contribute to the development of a collaborative approach across the school to sharing good practice and improving the learning experience for pupils.
- Empower pupils to take an active part in their own learning and to take personal responsibility for improving their learning and educational experience.



- Establish a culture which promotes inclusion and aspiration within the school community and celebrates success and individual achievement.
- Challenge any underperformance and ensure effective action, support and review addresses any weaknesses.
- Build an effective partnership with parents and the wider community to support and enhance the achievement and personal development of all pupils.

### **Developing self and working with others**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Build a collaborative learning culture within the school and actively engage with external opportunities to further promote an effective learning community.
- Further develop and maintain effective strategies and procedures for staff induction, professional development and performance management, with a particular focus on the growth of middle leaders.
- Support the development of versatile, transferrable skills and attitudes to life-long learning and celebrate achievement.
- Develop and maintain a culture of high expectations for self and others and take appropriate action when required.
- Regularly review own practice and take responsibility for personal development.
- Ensure adequate provision to enable appropriate work/life balance for all.

### **Managing the organisation**

- Create a structure which reflects the school's values and enables the supporting systems, structures and processes to work effectively in line with policy and legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school.
- Work in partnership with the leadership team in the management and deployment of staff in order to achieve the school's goals and priorities.
- Oversee the implementation of a robust performance management framework across the school, in line with policy and practice.
- Manage and organise the school environment effectively, further developing pupils' learning through the effective use of the school's surroundings.
- Work with the Governing Body on setting and using the school budgets to deliver high quality provision for pupils and to meet the objectives of the school development plan.
- Manage and monitor the agreed budget on a day to day basis ensuring effective administration, control and value for money and ensuring that all financial matters abide with financial regulations and audit requirements.
- Manage and organise the day to day use of the buildings and grounds so that they meet the needs of the curriculum and health and safety requirements.
- Promote and safeguard the welfare of all pupils in accordance with statutory guidelines and ensure that all staff are committed to and comply with the requirements.
- Ensure that the health and safety of all pupils and staff is promoted and maintained to a high standard at all times in accordance with the school's relevant policies and procedures.

### **Securing accountability**

- Develop a collective ethos in the school which enables everyone to work collaboratively, share best practice, celebrate success, feel empowered and accept responsibility for outcomes.
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed and are subject to robust and rigorous review and evaluation in accordance with statutory performance management policy and procedures.

- Provide timely, objective and high-quality information and advice to Governors that enables them to meet their statutory responsibilities.
- Present a clear, coherent and accurate account of performance to a range of audiences including Governors, parents and carers.
- Promote the status and ethos of the school to all stakeholders.

### **Strengthening Community**

- Develop and promote a culture and curriculum which takes account of the richness and diversity of the community and celebrates difference.
- Create and promote positive strategies for challenging discrimination.
- Collaborate with other agencies to provide a holistic approach to the wellbeing of staff, pupils and their families.
- Create and maintain effective partnerships with parents and carers to support and improve the opportunities for all pupils and their communities.
- Co-operate with relevant agencies to ensure communities are safe environments where pupils and their families have opportunities to thrive.

The Headteacher will fulfil any such other requirements as are included in the conditions of employment of Headteachers, specified in the current School Teachers' Pay and Conditions Documents.

# Person Specification

## St Joseph's Primary School

Job Title: Headteacher

Salary Scale: Group 2 | ISR L13-L21\* (£60,073 - £71,666)

Reports To: The Governing Body



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*The Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions Document (as amended). The successful candidate will meet all or most of the following criteria:*

| Education/training/qualifications.   | Essential or Desirable | Method of assessment |
|--|------------------------|----------------------|
| Be a practising Catholic   | E                      | 1,3                  |
| Honours degree   | E                      | 1                    |
| Qualified teacher status   | E                      | 1                    |
| Demonstrable commitment to professional and personal development   | E                      | 1,2,3                |
| Successfully undertaken 'safer recruitment' training   | D                      | 1                    |
| Working towards, or achieved, NPQH   | D                      | 1                    |
| Holds a Certificate in Catholic Education  | D                      | 1,3                  |
| <b>Experience</b>  |                        |                      |
| Strong track record as a Headteacher / principal or a senior leader with significant leadership and management responsibility.     | E                      | 1,2,3                |
| Has successful leadership experience in a Catholic primary school.   | D                      | 1,2                  |
| Been successful in leading improvements in the quality of teaching, learning and provision in a school, including managing change. | E                      | 1,2,3                |
| Been successful in raising standards and closing gaps in pupil attainment.   | E                      | 1,2,3                |
| Been successful in contributing to, promoting and maintaining an effective pastoral care system for both staff and pupils.         | E                      | 1,2,3                |
| Effectively led a team of senior or middle leaders and distributed responsibility, while holding them to account.                  | E                      | 1,2,3                |
| Supported the successful development of middle leaders.  | D                      | 1,2,3                |
| Helped develop a strong learning environment in a school for both pupils and staff.  | E                      | 1,2,3                |

|  |   |       |
|--|---|-------|
| Successfully managed a budget  | E | 1,2,3 |
| Worked closely and effectively with parents to engage them in children's learning  | E | 1,2,3 |
| Committed to working with the Catholic community of schools and the local parish   | E | 1,2,3 |
| Worked with the wider community to maximise the opportunities they bring to the school.  | D | 1,2,3 |
| Worked with other senior leaders beyond their own school to enhance provision for pupils.  | E | 1,2,3 |
| Worked with the wider community to maximise the opportunities they bring to the school.  | D | 1,2,3 |
| Personal and professional conduct are in line with Catholic values   | E | 1,2,3 |
| <b>Knowledge, understanding and skills</b>   |   |       |
| Has a clear vision and understanding of Catholic Education   | E | 1,2,3 |
| Able to think strategically, building and communicating a coherent vision for the school then inspiring, challenging, motivating and empowering the school community to take the vision forward. | E | 1,2   |
| The ability to motivate staff across all experience levels and develop cohesive, high performing teams.  | E | 1,2,3 |
| Know how to create and embed an inspirational ethos and culture within the school, leading by example.   | E | 1,2,3 |
| A deep knowledge and understanding of meeting the needs of children aged 4-11.   | E | 1,2,3 |
| Secure knowledge of safeguarding legislation and implementation of systems and practice that ensure pupils' safety, good behaviour and wellbeing.  | E | 1,2,3 |
| Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils.  | E | 1,2,3 |
| Be able to engage efficiently and effectively with governors, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school.    | E | 1,2,3 |
| A good understanding of recent curricular and educational developments, including national assessments.  | E | 1,2   |
| Understand how self-evaluation / quality assurance/ improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment.         | E | 1,2   |
| Know what outstanding teaching and learning looks like and how this can be achieved.   | E | 1,2   |
| Able to access, analyse and interpret data and other information.  | E | 1,2   |



|   |   |       |
|---|---|-------|
| A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectation.                                | E | 1,2   |
| Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown.     | D | 1,2,3 |
| Know how to successfully manage change in key aspects of provision  | E | 1,2,3 |
| Comprehensive understanding of financial management with a proven ability to optimise the use of resources to support successful learning.              | E | 1,2,3 |
| Know how to improve the learning environment so that it extends and inspires learning.  | D | 1,2   |
| Able to work effectively with a range of professionals and the public.  | E | 1,2,3 |
| <b>Personal attributes and competencies</b>   |   |       |
| To have high levels of interpersonal skills in order to involve pupils, parents/ carers, staff and governors to achieve successful outcomes for pupils. | E | 1,2,3 |
| Able to foster an open and equitable culture, successfully managing any conflict.   | E | 1,2,3 |
| Approachable, reliable, with presence and enjoys being highly visible to pupils and parents/carers.   | E | 2,3   |
| Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation.              | E | 1,2,3 |
| Self-motivated and with good organisational skills and the ability to prioritise workload effectively.  | E | 2,3   |
| Demonstrates professionalism, loyalty and integrity.  | E | 2,3   |
| Able to think both analytically and creatively to solve problems and make decisions based on sound judgement.   | E | 1,2,3 |
| Is committed to developing others to achieve success.   | E | 2,3   |
| Shows resilience and emotional maturity at all times.   | E | 2,3   |

### Method of Assessment

1. Assessed from written application.
2. Assessed from interview/tests.
3. Assessed from documentary evidence.

(E= essential, D=Desirable)