

Job Description

Head Teacher

Emmaus Catholic and Church of England Primary School



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Introduction

Emmaus is a joint designation Catholic and Church of England school within the Dioceses of Hallam and Sheffield. It is part of St Clare Catholic Multi Academy Trust and has been designated by the Secretary of State as a school with a religious character. **The post therefore requires a practising Catholic or Anglican who can show by example and from experience that he or she will ensure that the school is fully and distinctively reflects the Catholic and Church of England faith and traditions.**

This appointment is with the board of St Clare Catholic Multi Academy Trust under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for headteachers contained in the *School Teachers' Pay and Conditions* document and other current education and employment legislation.

This job description is based on the key areas identified in the *Headteachers' Standards* published by the Department for Education (2020).

The Local Academy Committee, the Trust Board, the Diocese of Hallam and the Diocese of Sheffield acknowledge the importance of the role of the headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The Governors, Trust board and both Dioceses are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an enhanced check for regulated activity from the Disclosure and Barring Service.

The core purpose of the headteacher is to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic and Anglican Christian character. In our Trust, leadership is provided in the context of a community rooted in the Christian Faith recognising a shared responsibility across all schools. Thus it is an essential requirement that applicants have a strong, personal faith from which springs a commitment to the common good of all the children and families served by schools in our Trust and in the Dioceses.

Section 1: Ethics and professional conduct

Our Headteacher is expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes¹ and exemplified by the self-cultivation of virtues, those qualities of character fundamental to our shared Christian tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Our Headteacher is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

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

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

Our Headteacher is a steward of our school and as such embodies the abundant hope the Church has placed in education. Our headteacher is entrusted with the task of human formation in conformity with Christ's teaching and the traditions of the Church of England and the Catholic Church. Both within and outside school, our headteacher will:

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God² and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue³ and the Church's social teaching⁴.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

¹ The Gospel of Matthew 5:3-12

² The Book of Genesis 1:26-27

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

⁴ *Compendium of the Social Doctrine of the Church*, 2004, Vatican.

As leaders of their school community and profession, our headteacher will:

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

Section 2: Headteachers' Standards

1. School culture

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's distinctive mission, ethos and strategic direction in partnership with the school community, parishes, Local governors, Trust and Dioceses
- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish
- uphold ambitious educational standards which reflect the distinctive characteristics of joint Catholic and Church of England education⁵ and which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual's dignity as made in the image and likeness of God
- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

2. Teaching

In our distinctive joint designation school, learning and teaching responds to the needs and aspirations of its pupils and acknowledges their individual worth as made in the image and likeness of God.

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.
- ensure effective use is made of formative assessment

⁵ The distinctive characteristics of Catholic education are 1. The search for excellence, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all and 5. Moral principles. The Church of England's Vision for Education is to be found in "Church of England Vision for Education Deeply Christian, Serving the Common Good" and can be accessed [here](#)

3. Curriculum and assessment

Headteachers:

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

4. Behaviour

Headteachers:

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

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of the teaching of Christ⁶

⁶ The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibilities, the Preferential Option for the Poor and Solidarity.

- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic and Church of England education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parishes and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including Diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

The Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

Headteachers:

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

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8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's distinctive context as a joint Catholic and Church of England school
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

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

10. Governance and accountability

Headteachers:

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

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

Person Specification

Headteacher

Essential Criteria	Criterion No.	Attribute	Stage Identified
FAITH COMMITMENT	E1	A practising Catholic or Anglican	A/I/R
	E2	Secure understanding of the distinctive nature of the joint designation Catholic and Church of England School	A/I/R
	E3	Understanding of the leadership role in spiritual development of pupils and staff	A/I/R
	E4	Experience of leading school worship	A/I
QUALIFICATIONS	E5	Qualified teacher status	A/CC
	E6	Degree	A/CC
PROFESSIONAL DEVELOPMENT	E7	Evidence of appropriate professional development for the role of headteacher	A
	E8	Evidence of recent leadership and management professional development	A/I/CC

	E9	Evidence of working with other schools/organisations/agencies	A
	E10	Evidence of appropriate safeguarding training at senior leadership level	A/I/CC
SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE	E11	Ability to articulate and share a vision for education within the context and mission of our distinctive joint designation school	A/I/R
	E12	Ability to inspire and motivate staff, pupils, parents and the board to achieve the aims of Catholic/Anglican education	A/I/R
	E13	To have successful experience as an effective school senior leader	A/I/R
	E14	To have taken a key role in school self-evaluation and development planning	A/I/R
	E15	An understanding of the relationship between the headteacher and the Governors	A/I/R
	E16	Experience of working constructively with parents	A/I/R
	E17	Experience of monitoring and managing staff performance including conduct, absence and change management	A/I/R
	E18	Thorough knowledge and understanding of current educational issues	A/I/R

EXPERIENCE AND KNOWLEDGE OF TEACHING	E19	Secure understanding of the requirements of the Religious Education Directory, the Church of England Vision for Education and the National Curriculum	A/I
	E20	Secure knowledge of statutory requirements relating to the curriculum and assessment	A/I
PROFESSIONAL ATTRIBUTES	E21	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	A/I
APPLICATION FORM AND SUPPORTING STATEMENT	E22	The form must be fully completed and legible	A
	E23	The supporting statement should be clear, concise (within the required word count) and related to the specific post	A

Desirable Criteria	Criterion No.	Attribute	Stage Identified
FAITH COMMITMENT	D1	Involvement in parish communities	A/I
QUALIFICATIONS	D2	Postgraduate level qualification	A/CC
	D3	National Professional Qualification for Headship (NPQH)	A/CC
	D4	CCRS/CTC (or equivalent) or commitment to obtaining the certificate	A/CC

	D5	Successful completion of Diocesan/Trust leadership programme	A/CC
	D6	Evidence of professional development relating to distinctive ethos, mission and religious education in Catholic and/or Church of England schools	A/CC/I
SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE	D7	Recent experience in a Church of England or Catholic school	A/I
	D8	Understanding of budget planning, staff deployment and effective use of resources	A/I

KEY – STAGE IDENTIFIED

A	Application Form
I	Interview
R	References
CC	Checking Certificates

NOTE: References will be requested for all candidates invited to interview

The school rigorously follows safeguarding procedures for recruitment. The offer of a post will be conditional upon a successful enhanced disclosure from the Disclosure and Barring Service (DBS), satisfactory references and other pre-employment checks. Shortlisted candidates will also be subject to online searches as part of due diligence checks as per the latest KCSiE guidance. The successful applicant will be employed on a Catholic Education Service (CES) contract of employment.

