

Diocese of Leeds

HEADTEACHER JOB DESCRIPTION FOR ST ANTHONY'S CATHOLIC PRIMARY SCHOOL, SHIPLEY

INTRODUCTION

St Anthony's Catholic Primary School, Shipley is a member school of the Blessed Christopher Wharton Catholic Academy Trust. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Leeds. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

The core purpose of the Headteacher of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic Faith recognising a joint responsibility across all schools. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education. The Academy Council and Trust Board and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as made in the image and likeness of God. The Headteacher shares responsibility for the mission of the school and the wider diocesan educational system and as such is therefore called to work in collaboration with parents, priests, parishioners, diocesan officers and colleague Headteacher and agencies such as CAFOD, Family Life and Youth Ministry as and when appropriate. In a Catholic school, the role of the Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership must take Christ as its inspiration.

The Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. Headteachers lead, by example, the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils.

In a Catholic school the Headteacher fulfils his or her responsibilities in accordance with the Instrument of Government/ Articles of Association. He/she supports the Academy Council and Trust Board in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The Headteacher accounts to the Academy Council and Trust Board, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

The discharge of the role of headteacher requires a significant theological insight and vision of the development of this Catholic school.

HEADTEACHERS' STANDARDS

The Headteachers' Standards 2020 define high standards which are applicable to all Headteacher roles within a self-improving school system.

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of Headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The

Headteachers' standards set out how Headteacher meet these high expectations

Headteachers Standards

DfE October 2020

This appointment is with the Academy Trust Board of the school under the terms of the Catholic Education Service contract to be signed. The Academy Council and Trust Board will appoint a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects. The appointment 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. In carrying out his/her duties the Headteacher shall consult, when appropriate: the Diocese, the Local Authority, the staff of the school, the parents of its pupils, the parishes served by the school and other local Catholic schools where necessary.

Ethics and Professional Conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers 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 and reflect the principles influenced by the Gospel message and Church teaching:

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

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, 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, recognising everyone's individual worth as made in the image and likeness of God
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law
As leaders of their school community and profession, Headteachers:
 - serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen and of a leader inspired by Christ
 - 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
 - make a positive contribution to the wider education system

Headteachers' Standards

1. School Culture

Headteachers:

- establish and sustain the school's Catholic ethos and strategic direction in partnership with those responsible for governance and through consultation with the school Parish and community
- create a culture where pupils experience a positive and enriching school life
 - uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life, reflecting the distinctive characteristics of Catholic Education.
 - promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment to promote Gospel values which unite society in a commitment to social justice and the common good.
- ensure a culture of high staff professionalism

2. Teaching

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
 - ensure effective use is made of formative assessment

3. Curriculum and Assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and virtues that will be taught
 - establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional 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, built upon relationships, rules and routines, based on the Gospel values, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour 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 model and teach the behaviour of a good citizen and inspired by the life of Christ.

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
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers 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, 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 nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational Management

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
- 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

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 context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- Inspire and influence others—within and beyond the school—to believe in the fundamental importance of Catholic education in young people's lives and to promote the value of education

9. Working in Partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the Parish 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 faithful stewardship of Gospel values, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance • 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

Diocese of Leeds

Headteacher Person Specification

St Anthony's Catholic Primary School, Shipley

Introduction

This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for Headteachers of Catholic schools in ensuring that they meet the same expectations of Headteachers of all schools while serving the mission of the Church in education.

The core purpose of the Headteacher of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic faith. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

The Academy Council and Trust Board and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The Academy Council and Trust Board acknowledges that the criteria reflect the evolving role of headship in the early 21st Century and that they apply as much to experienced Headteachers as they do to aspirant Headteachers.

What is the objective definition of a 'practising Catholic' for appointments to key posts in Catholic Schools?

To objectively define what a 'practising Catholic' is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teaching of the Catholic Church.

The Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Catholic faith in its widest and all-encompassing sense. At the heart of these general obligations though, there are essential components for "*full communion*" with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and 'practising Catholic'.

For further information, including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see 'Christ at the Centre' by Mgr Marcus Stock, CTS Publications ISBN 978-1-86082-843-0

CONFIDENTIAL REFERENCES AND REPORTS	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

JOB SPECIFICATION

Please note source of evidence of fulfilled criteria:

Application Form - A Letter – L References – R Interview - I

QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practicing Catholic	E	I/R
Qualified Teaching Status	E	A
Degree	E	A
NPQH or similar	D	A

CCRS (Catholic Certificate in Religious Studies)	D	A
Teaching and leadership experience in more than one Catholic primary school	D	A/I/R
Lead by example and be a positive role model with excellent communication skills	E	I/R
Ability to articulate a clear vision and purpose for Catholic education	E	A/I/R
Personal impact and presence	E	I/R
Participation in a Parish Community	E	A/I/R
Ability to lead the spiritual development of staff and pupils	E	I/R
Understanding of current educational provision and the wider school systems	D	A/I
Political and financial astuteness	E	A/I/R

PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupil's	E	A/I/R
Excellent understanding of high quality teaching and learning	E	A/I/R
Promote the development of the whole child	E	A/I/R
Use data analysis to effectively drive whole school improvement	E	A/I/R
Encourage all staff to develop their unique potential	E	A/I/R
Identify emerging talent, develop excellence and clear succession planning	E	A/I/R

SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/I/R

Effective partnerships with a range of professionals	E	A/I/R
Use well evidenced research to achieve excellence	D	A/I/R
Provide high quality opportunities for staff development	E	A/I/R
Confident, entrepreneurial, and innovative approach to school improvement	E	A/I/R
Source of inspiration and encouragement for all in the school community.	E	A/I/R

CHILD PROTECTION	Essential or Desirable	Evidence
Ensure that the child protection policies and procedures adopted by the Academy Council and Trust Board are fully implemented and followed by all staff	E	A/I/R
Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	E	A/I/R

SECURING ACCOUNTABILITY	Essential or Desirable	Evidence
Fulfil commitments arising from contractual accountability to the Academy Council and Trust Board	E	A/I/R
Develop a Catholic school ethos	E	A/I/R
Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	E	A/I/R
Work with the Academy Council and Trust Board to enable it to meet its responsibilities	E	A/I/R
Develop an accurate and understandable account of the school's performance for a range of audiences	E	A/I/R
Personally contribute to school achievements taking account of feedback from others	E	A/I/R

STRENGTHENING THE COMMUNITY	Essential or Desirable	Evidence
Build a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	E	A/I/R
Create and promote strategies for challenging racial and other prejudices	E	A/I/R
Ensure learning experiences for pupils are linked into and integrated with the wider community	E	A/I/R
Ensure a range of community based learning experiences	E	A/I./R
Collaborate with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families	E	A/I/R
Create and maintain an effective partnership with parents and carers	E	A/I/R
Invite local community into school to enhance and enrich the school	E	A/I/R
Share effective practice working in partnership with other schools	E	A/I/R

APPLICATION FORM AND LETTER	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria no more than 2 sides of A4 in font size 11	E	L