



St Edward's School

Headteacher Candidate Pack

St Edward's RC & CofE School | st-edwards.poole.sch.uk | Unity - Achievement - Faith

A welcome from the Governors

Dear Applicant,

Thank you for taking an interest in St Edward's School. We were founded as a Roman Catholic school in 1963, and from 1993 have worked in close partnership with the Church of England as a joint-church school. As such we are one of a very small number of joint-church schools in our country.

St Edward's is a very special place. It is a happy school that sets out to ensure that both our students and our staff flourish. As a Christian school we believe that education serves the formation of the human person, so that they can go on to live life to the full. Education provides a service to the society of the future, and it is our view that we cannot solely serve an educational agenda that prioritises academic achievement above all else. That said we are proud of our academic achievements, both in lower school and in our 6th Form, and are delighted each year to see the exciting destinations of our students as they graduate from us, ready for all that lies ahead.

The Governing Body are looking for someone with a compelling vision to take our school into the future. We are ambitious as a school, and yet very keen to retain the heritage of St Edward's, where so many have contributed over the years to our unique educational culture.

If you would like to find out more, I would encourage you to make an informal visit before making an application. It is important to us that applicants are excited by all that St Edward's offers, seeing the prospect of leading of our school as a positive and rewarding next step in their careers. I must emphasise that those unable to visit will not be disadvantaged within the recruitment process. We understand that education makes great demands on people and their time. If you would like an informal conversation with our Executive Headteacher, please contact his PA using the details on the next page.

The Governing Body would like to thank you for considering this role, and regardless of whether or not you apply, we wish you every success in your future career.

Mr Wyn Jones

Chair of Governors





Welcome from the Executive Headteacher

Dear Colleague,

I add my welcome to that of our Chair of Governors, as you consider St Edward's for your next career move. I have been privileged to be the Headteacher of St Edward's for the past nine years, and for the last two of these years have been seconded to an executive role, additionally working part-time with two secondary schools in Plymouth. I will be leaving St Edward's at the end of the summer term to work more closely with these schools and with their Trust.

I knew St Edward's by reputation long before I came here as Headteacher. As a Christian school we have always had a distinctive view of what education needs to be, and to do, in service of the young. I have been keen to ensure that both the Roman Catholic and Anglican traditions are fully reflected in the life and environs of the school. Community is a lived reality here, as we walk our ecumenical path. Staff turnover is low, and all staff enjoy warm and positive professional relationships both with one another and with our students.

Our success as a school has been recognised at national level on many occasions, having two former National Teachers of the Year, and more recently, Pearson's National TA of the year. We were in the TES Awards final in summer 2024 for Wellbeing School of the Year. Wellbeing matters to us. We have a very attractive campus, including a forest school in our woodland area. We have invested in the performing and creative arts, believing deeply that aesthetic formation and the acquisition of skills are a key part of human development. We are currently building new outdoor spaces, including a dining terrace as a social space, and have also recently refurbished our 6th Form centre.

The school is well resourced and is able to carry forward a healthy budget surplus each year. This enables us to continue to invest in resources for our students and staff, as we press forward with our vision of what a school should be. Whilst we are not currently in a MAT, we will take seriously the discernment necessary to ensure that we are one day part of an organisation that shares our vision and values.

We are one of the most over-subscribed schools in the Borough every year and enjoy a very positive reputation in the local community. Our families appreciate what we are seeking to do as a school and give us their support and encouragement.

As you might imagine, it matters greatly to myself, the Governing Body and our two Dioceses to ensure that St Edward's passes into outstanding hands for the next part of its journey. If you would like to visit and/or have a conversation with me in confidence, either prior to, or having made an application, then I would love to hear from you. Please contact my EPA, Shirley O'Mahony: somahony@st-edwards.poole.sch.uk who will ensure that you have any help that you need.

If you feel inspired to make an application for the role of Headteacher, we look forward very much to receiving your application. Thank you for giving your time to considering our application pack.

Michael Antram

Executive Headteacher



Our school mission statement

St Edward's School opened in 1963 as Roman Catholic School serving the parishes of Poole. It took its name from the local Saint, martyred at Corfe Castle. Although little is known of Edward, as a teenage king with a strong Christian faith and a commitment to protecting the poor he provides an excellent role model for our young people. His story is told through our school badge with the crown of a king, the cross of Christ, a cup to symbolise his murder by poisoning and the blood of a martyr. The crown and cup also remind us of the Kingdom of God, and the "one cup in which we all share". (1Cov 10:16)

For many years, the school welcomed not only Roman Catholic families, but other Christians who were keen for their children to be educated in a faith context. In the early 1990's the school's second head-teacher, Alan Murphy decided to formalise this arrangement and entered into talks with the Roman Catholic Church and the Church of England about St Edward's becoming a joint church school. A new covenant, setting out the values and principles behind the commitment was signed by the Bishops of Plymouth and Salisbury in 1993.

From then on, the school has continued to grow in success and popularity. The vision of the school is to provide an excellent education, in a comprehensive and co-educational context that develops the character of young people through the St Edward's Virtues, while safeguarding their experience of childhood.

MAY WE BE ONE

in purpose - educating for life in all its fullness

in faith - encountering God who lives among us, calling us to unity

in dignity - nurturing confidence and maturity

in community - striving together for justice, love and peace



The journey of our school



- 1963**  **THE BEGINNING OF EXCELLENCE**
St Edward's Catholic School opens with **500 students**
- 1987**  **A NEW COMMITMENT**
Cardinal Basil Hume calls on Christians of different traditions to move from a position of co-operation, to a **new commitment to one another**
- 1988**  **WORKING TOGETHER**
The **Roman Catholic Diocese of Plymouth** and the **Anglican Diocese of Salisbury** formally commit to **work together** in building St Edward's into the future
- 1991**  **CHRISTIAN COLLABORATION**
St Edward's joint Church school opens on the **Feast of St Edward the Martyr** as "a **Beacon of Ecumenism**"
- 1995**  **TECHNOLOGY GROWS**
The **Campus Technology Suite** is officially opened
- 2000**  **CENTRE FOR SPORTS**
Jubilee Building is opened - with **state-of-the-art sports and learning facilities**
- 2006**  **SIXTH FORM**
The new **Sixth Form Centre** is opened, housing study and learning suites for the most senior students
- 2013**  **YEAR 7 OPENS**
St Edward's **expands** to admit **Year 7**; now with over **1,000 students** on roll
- 2015**  **OUTSTANDING OUTCOMES**
PIXL National Award for Outstanding Academic Outcomes
- 2017**  **CHAMPION SCHOOL**
Awarded **Champion School** status by the National Citizen Service
- 2018**  **CENTRE OF EXCELLENCE FOR WELLBEING**
Selected to work with the **Universities of Oxford and London** in national research into adolescent wellbeing
- 2019**  **NATIONAL RECOGNITION**
Finalist in the **National School of the Year** awards, Named **Young Enterprise School of the Year**, and academic outcomes in the top 10% of schools nationally
- 2020**  **ROUNDED EDUCATION**
The **EDEN Centre** opens as a centre of excellence for student futures
- 2021**  **NATIONAL RECOGNITION**
Staff member awarded **Teaching Assistant of the Year**
- 2023**  **60 YEARS OF EXCELLENCE**
Celebrated the **60th anniversary** of St Edward's
- 2024**  **NATIONAL RECOGNITION**
Finalist for **Staff Wellbeing School of the Year** at the **Tes Schools Awards**

GCSE Outcomes

KS4	2016-2017	2017-18	2018-19	2021-22	2022-23	2023-24
Progress 8 measure after adjustment for extreme scores	0.15	0.22	0.52	0.15	0.18	0.07
Average Attainment 8 score per pupil	49.1	46.5	50.4	48.6	46.4	44.3

Post 16 Outcomes

KS5	2016-2017	2017-18	2018-19	2021-22	2022-23	2023-24
Average point score per A level entry	30.32	28.03	30.49	34.85	30.21	33.52
Average point score per academic entry	30.34	27.94	30.64	34.92	30.67	33.22
Average point score per applied general entry	38.57	32.78	41.11	37.61	38.5	35.87



Living and working in Poole

Poole is a well-connected modern and vibrant place to live, with excellent transport links to the capital, the southwest and other parts of the country. With its pristine beaches and immediate access to the beautiful Purbecks and the Jurassic coast, Poole has something for everyone.

St Edward's works within a supportive network of local schools, and headteachers in Poole work closely together. The school is well supported by officers from the Dioceses of Plymouth and Salisbury and plays its part in a local and diocesan family of schools.

For more information about the area, the Dorset Guide is a good place to start!
www.dorsetguide.com/poole-harbour/



Boats in Poole Harbour, Dorset by Peter Trimming, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=103726734>



Headteacher job description

Post: Headteacher

Salary Scale: L31 – L36

JOB DESCRIPTION: HEADTEACHER

This job description has been based on the DofE Headteachers' Standards (2020). The Governing Body are the employers in the context of a maintained school. Their authority is itself derived from the overarching authority of the Diocesan Bishop.

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document (STPCD) sections 44, 45, 46 and 47 the contractual framework and the professional responsibilities outlined in sections 48 and 49 of the STPCD.

St Edward's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced Disclosure and Barring Service check, social media check, satisfactory references and a pre-employment medical check.

Ethics and Professional Conduct

In this joint Church school, the role of Headteacher is one of leadership of a learning community rooted in faith. The headteacher's leadership should take Christ as its inspiration. The headteacher's management of all staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. As a professional, the Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing the highest possible quality of education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.

School Culture

The culture of our Christian school reflects the distinct presence of the Roman Catholic Church and the Church of England working in partnership. As an ecumenical community, our school works wholeheartedly for Christian unity, welcoming those of other Christian denominations, and open to those of all faiths and none, as it proclaims the Gospel. The Headteacher will:

1. Work with Governors and the SLT on the school's Christian ethos and vision which is informed by the Christian character of the school, communicate this compellingly and drive the strategic leadership, empowering all students and staff to excel.
2. Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
3. Create a calm and kind culture where students experience a positive and enriching school life
4. Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
5. Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
6. Ensure a culture of high staff professionalism

Headteacher job description continued

Leading Teaching

In this joint Church school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its students and acknowledges their individual worth as made in the image and likeness of God.

The Headteacher will:

1. Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn, mindful of the wellbeing of staff and students.
2. Ensure that teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
3. Ensure that effective use is made of formative assessment
4. Demand ambitious standards for all students, overcoming disadvantage and advancing equality and equity, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
5. Encourage our educational culture of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
6. Maintain and further develop an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
7. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
8. Hold all staff to account for their professional conduct and practice.

Curriculum and Assessment

In leading a learning community, the headteacher must secure and sustain an aspirational culture of high expectations of all, encouraging the fulfilment of the potential held by every member of our community. The Headteacher must:

1. Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
2. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
3. Ensure that all students 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
4. Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum



Headteacher job description continued

High standards of Behaviour

The Headteacher holds responsibility for securing the highest standards of behaviour from students across the school community, working in partnership with parents and carers, and external services. The spirit of behaviour management will be highly relational in character, skilfully balancing the need to secure consistently high behavioural standards for the good of all, whilst recognising that the young make mistakes, and that life is especially hard for some.

To do this the Headteacher must:

1. Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
2. Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
3. Implement consistent, fair and respectful approaches to managing behaviour
4. Ensure that adults within the school model Christ and teach the behaviour of a good citizen.

Additional and Special Educational Needs and Disabilities

As a Christian school, we seek to build the inclusive Kingdom of God, welcoming all. To this end we seek to remove barriers to learning and pursue equity for all.

The Headteacher must:

1. Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
2. Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
3. Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
4. ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

We believe that teaching is a blend of science and art. It is the creativity of the teacher that inspires minds and captivates hearts. The Headteacher will understand this and encourage the formation of all professionals in the school as we strive for the flourishing of all members of the St Edward's community.

The Headteacher must:

1. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
2. 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
3. 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



Headteacher job description continued

Organisational management

The safety and wellbeing of all in our school community is paramount. Whilst any complex organisation cannot be fault or risk free, the culture of the school needs to be one that actively avoids complacency, maintains vigilance for danger, and reduces risk through learning from errors.

To this end the Headteacher must:

1. Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
2. Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
3. Ensure staff are deployed and managed well with due attention paid to workload
4. Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
5. Ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

In avoiding complacency, the school must remain alert to the potential for growth, seizing opportunities to learn, encouraging innovation, and always being outward-looking; eager to share with others and to learn from them. The Headteacher will:

1. 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
2. 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
3. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

The school is not an island. As a member of the Dioceses of Plymouth and Salisbury it is a member of the wider church and must play its part as it makes the contribution of outstanding education to the Christian community. As a school in Poole, in the Borough of BCP, it is part of a network of schools offering outstanding education to the local area, in partnership with other schools. The Headteacher will:

1. Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
2. Commit our school to work successfully with other schools and organisations in a climate of mutual challenge and support
3. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

Governance and accountability

As a maintained school, the Governing Body are the employer. The school will always be accountable for its work and will welcome and foster those who serve as critical friends, monitoring, encouraging and challenging the school to greater heights. The Headteacher will:

1. Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
2. Establish and maintain professional working relationships with those responsible for governance
3. Ensure that staff know and understand their professional responsibilities and are held to account
4. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
5. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.



Person Specification for the role of Headteacher

	Essential	Desirable	Evidence
Qualifications			
Good first degree or equivalent academic qualification	✓		AP & CT
Professional post-graduate qualification, such as master's degree		✓	AP&CT
Qualified Teacher status	✓		AP & CT
Evidence of recent relevant professional development (for example, NPQH)	✓		AP & CT
Experience and Knowledge			
Substantial experience as a member of Senior Leadership Team (Head, Deputy or equivalent) in a secondary school	✓		AP, IN & RF
Experience of leading change, contributing to whole school improvement	✓		AP, IN & RF
A good grasp of the educational philosophy of the Roman Catholic Church and the Church of England		✓	AP & IN
A good strategic understanding of financial management and monitoring of financial resources.	✓		AP, IN & RF
Evidence of deploying successful strategies to enhance all students' performance	✓		AP & IN
Demonstrate thorough and confident analysis, interpretation and presentation of complex performance data to inform appropriate actions	✓		AP, IN & RF
Proven skills in the monitoring of staff performance, holding colleagues to account thereby developing their potential	✓		AP & IN
Understanding of the vital role played by support staff as major contributors to school ethos and success	✓		AP & IN
Thorough understanding of the role of governors and the ability to work effectively with them		✓	IN
Extensive knowledge of current educational issues and their likely impact on secondary education	✓		AP, IN, RF
Understanding of the importance of Health and Safety, and the management of a school campus, recognising the vital part that aesthetics play in the lived experience of students and staff		✓	AP & IN
Up to date training in safeguarding and commitment to the welfare of young people	✓		AP, IN, RF
AP = Application, IN = Interview, CT = Certificates, OB = Observation and RF = References			

Person Specification for the role of Headteacher continued

Skills			
A proven leader, able to work with and develop leaders across the school	✓		AP IN & RF
Ability to think strategically and to further develop the school's shared vision	✓		IN & RF
An outstanding ability to communicate with stakeholders at all levels	✓		AP IN & RF
Able to exercise spiritual leadership to further develop the Christian ethos and pastoral care within the school and strengthen links with parish communities	✓		AP, IN, RF
Able to lead, inspire, challenge and motivate staff and students and to engage with the whole school community	✓		AP, IN & RF
Personal Qualities			
An innovator, open and discerning to new ideas and change	✓		AP, IN
Has honesty, integrity, wisdom, passion, energy, presence, patience, resilience and a sense of humour	✓		OB & IN
Understands the importance of and promotes a good work-life balance for self and others	✓		AP & IN
AP = Application, IN = Interview, CT = Certificates, OB = Observation and RF = References			

How to Apply

If you are interested in applying for the role of Headteacher, we would love to hear from you. Please complete and return the application form on our website. <https://st-edwards.poole.sch.uk/>

For a discussion in confidence with our Executive Headteacher please contact the Executive Headteacher's PA, Shirley O'Mahony (somahony@st-edwards.poole.sch.uk) who will arrange for a conversation or a meeting in person. Similarly, if you would like a tour, Mrs O'Mahony can arrange for a mutually convenient time.



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