



Welcome to St Joseph's Primary School and Footsteps Nursery Headteacher Application Pack



School Visits	Closing Date	Short Listing	Assessment and Interview dates
By appointment please email: Clerk to Governors e.alder@stjosephsbracknell .co.uk	May 11th 2026 12.00 Midday	May 13th 2026	20th & 21st May 2026

How to Apply

CES Senior Leadership Application Form must be fully completed.

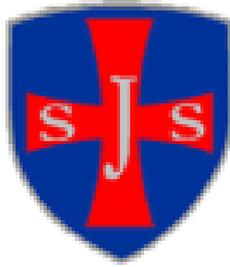
Only Catholic Education Service (CES) applications will be considered [Application Form](#)

All applications must be submitted electronically to Bracknell Forest's Human Resources Department to Sarah.Hunter@bracknell-forest.gov.uk by Noon on 11th May 2026.

Useful websites: [St Joseph's Catholic Primary School - Home](#) ,

[Diocesan Education Team - Catholic Diocese of Portsmouth](#)

[Schools and learning | Bracknell Forest Council](#)



Contents

Letter from the Chair	3
Vision, Mission and Values	4
Our School	5
Pupil Voice	7
Our new Head teacher	8
Parent Voice	9
School Development Priorities	10
Academic Outcomes	11
About Bracknell Forest	12
Catholic Diocese Of Portsmouth	13
Headteacher Job Description	15
Headteacher Person specification	18





Letter from The Chair of Governors

Welcome to St Joseph's Catholic Primary School and Footsteps Nursery

I am very pleased to be writing this letter to you on behalf of all our Governors. As a Governing Body, we all thank you for your interest in becoming our next Headteacher here at St Joseph's Catholic Primary School. St Joseph's is a wonderful school, enriched by our happy, diverse community.

Following our current Headteacher's decision to retire after many years of dedicated and successful service, the Governing Body is excited to offer this rare opportunity to appoint a new Headteacher to lead our happy and inclusive school, into the next chapter of our journey. We are looking for an enthusiastic and caring people-centred leader who is both innovative and passionate about achieving the best for our St Joseph's family. We hope you will build upon the foundations and team-work already created within St Joseph's; whilst embracing the challenges and lead us to fulfil our vision to ensure that our family reach their fullest potential.

We have a talented and committed staff, a supportive school and parish community with dedicated Governors who want the best for the school community both spiritually and academically. Our children are happy and confident, keen to learn, well behaved and growing ever closer to God. Pupils are understandably proud of their school. One pupil said, "there is something special about this school." Ofsted 2022.

We hope that this application pack answers many of the questions you have about our school and the skills and qualities we, as a community are looking for in our new Headteacher.

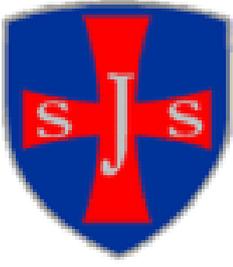
We warmly invite you to visit us, so that you get a feel for our school and to see what we can offer as well as to help you identify more clearly what you can bring to this role. We will take you on a tour of the school and you will have the opportunity to speak with our best ambassadors-our children. You can arrange a visit by contacting our Clerk to Governors Mrs Emily Alder via her email e.alder@stjosephsbracknell.co.uk

If you are inspired by the prospect of leading our school, we warmly invite you to apply. Together, we can make St Joseph's a place where every child shines and is given the secure foundations to successfully meet the challenges of the twenty first century.

Kindest Regards

Christine Lynch

Chair of Governors.



St Joseph's Primary School and Footsteps Nursery

Vision

Following the teachings of the gospel, we nurture in our school family a lifelong love of learning, prayer and service.

Through acts of kindness, social justice and community involvement, we empower them to flourish spiritually, academically and personally.

Mission Statement

Growing together with Jesus in our hearts, heads and hands.

We live this through our Charisms of

Love

Wisdom

Action

School Behaviours & Values

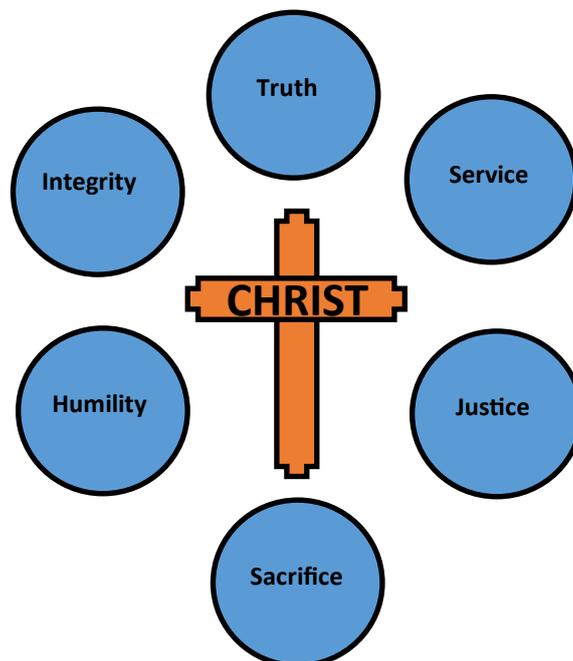
Our school is inclusive, and its mission is reinforced by three core behaviours known as our 3 Cs:

Christ at the Centre: Remembering Christ in all we do.

Continuous Improvement: We are all on a learning journey of continuous improvement.

Consistency: Consistency in all our behaviours is valued.

These behaviours are underpinned by the gospel values of:





Our School

St Joseph's is a one-form entry primary school with a nursery, situated just north of Bracknell town centre, off Larges Lane and approached via Gipsy Lane. It is just a short ten minute walk away from the town centre and from our Parish Church which is situated in the town centre as well. Our school was originally built in 1960 but has been updated and extended since then.



St. Joseph's is one of two Catholic schools which serves the Parish of St Joseph and St. Margaret Clitherow in the Diocese of Portsmouth. Our school is a voluntary aided and maintained in partnership with Bracknell Forest Local Authority.

Footsteps Nursery is managed by the Headteacher and Governors of St. Joseph's Catholic Primary School. It falls under the same Ofsted regulations as the school and is inspected in conjunction with the school.

Bracknell has grown enormously since the school was opened and our school population reflects the diversity found in the area and provides its own richness.



As a Catholic School community, we strive to provide the very best experiences for our children, providing them with the knowledge, skills, values and attributes to develop and fulfil their potential and live their lives to the full. Celebration of our faith through prayer and worship is a key feature of the life of the school and whenever possible, parents are encouraged to join us.



We have high expectations for all our pupils. Whatever a child's background or starting point, we want to make sure that they finish Year 6 with the academic knowledge, social skills and faith necessary to succeed – we want our children to be the person God called them to be. As a Catholic school, we provide a calm, nurturing learning environment where teachers genuinely know their pupils and parents, and every child can flourish.



We intend for every pupil to develop a deep love of learning and be well prepared for the transition to secondary school. We focus on academic attainment in all subjects and have an ambitious and holistic curriculum. Our curriculum acknowledges the importance of creativity and affords opportunities for each and every pupil to develop their own unique talents and skills. Our staff are highly committed to teaching stimulating and engaging lessons, concentrating on making sure that children acquire all basic skills, as well as stretching every child with our curriculum.





We are passionate about the arts and competitive sport. We offer a variety of after school activities and clubs to further enhance the school's curriculum offer.



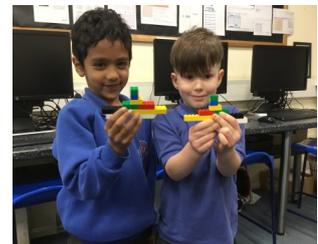
Footsteps Nursery and the Reception Year, provide a play-based learning environment – one that promotes happiness and a desire to learn. Our Early Years acknowledges the importance of the establishment of relationships between children and teachers and children and children and how this is fundamental to each child's future academic, social and emotional success.

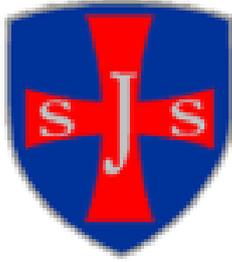


The learning environment within our school is shaped by age appropriate teaching and learning strategies.



Our Catholic ethos and mission statement ensures pupils are consistently kind and friendly and this leads to the excellent behaviour we enjoy across the school. We intend for every pupil to develop a deep love of learning and be well prepared for the transition to secondary school. We focus on academic attainment in all subjects and have an ambitious and holistic curriculum. Our curriculum acknowledges the importance of creativity and affords opportunities learning. We offer a variety of after school activities and clubs to further enhance the school's curriculum offer.





What Pupils say about our school

My Teacher really knows me and is very supportive.

I like our school trips, they are always exciting and interesting like the Hindu Mandir that we visited!

Do you know that I am a very good reader and I am really good at my phonics too!

Did you know that Father Danny is God's friend and so I am too!

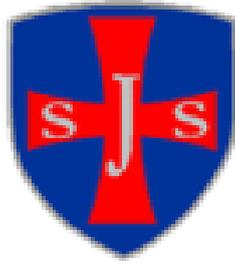
Playing sport is lots of fun at our school!

I have made lots of friends and I like the older children too, they play with us.

The food is great and the kitchen ladies are really lovely!

I love my teacher, she is funny and very kind and she teaches me.

I love being a Buddy to the younger children in the school. It gives me a really good sense of responsibility.



What our children would like in a headteacher

Strict but fair

Smiley and happy

Very kind and understanding

Will play with us

Will come and see us in our classroom

Good at telling stories

Someone who likes to talk to us and is good at listening

Interested in what we think and say.

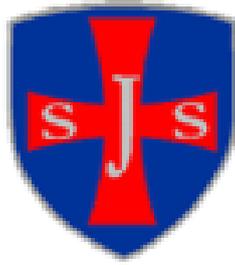


Praise us and give us stickers.

Love

Wisdom

Action



Parent Voice

My child has an IEP and has received excellent support.

My daughter has not been bullied but if there had been an issue it has been dealt with straightaway with care.

I could not be happier with the school and I feel so blessed that my child got a place at St Joseph's.

The SEND team are excellent.

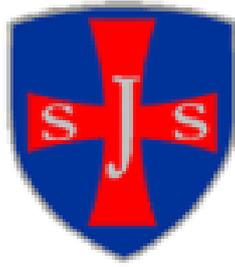
This is a great school with amazing hardworking teachers, excellent Catholic ethos and is well organised

The school's faith and community values really support our own; our boys have really loved their time here.

99% of Parents feel their child is happy and safe at St Joseph's.

100% of parents feel that there is a strong caring atmosphere in the School.

95% of Parents feel that the school supports wider Personal Development .



School Development Priorities

1.Catholic Life and Mission:

Increased planned opportunities for pupil leadership and building community

2.Safeguarding:

Effective training and monitoring provides a chronological picture for leaders

3.Inclusion:

To ensure greater consistency across the school and improve for SEND children

4.Curriculum and Teaching:

Oracy and Writing and high ambition for all

5.Achievement and outcomes:

All pupils, including vulnerable, produce high quality work across the curriculum

6.Attendance & Behaviour:

A culture where all pupils flourish

7.Personal development and well-being:

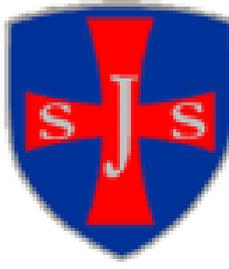
A clear and strategic emphasis on enrichment activities and leaders identify individuals requiring support

8.Early Years in school:

Prioritised to give pupils the best start

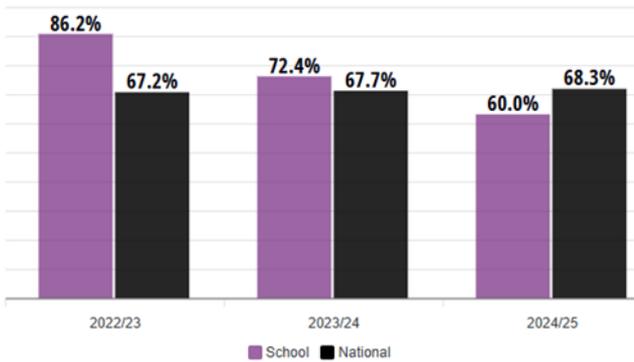
9.Leadership and governance:

Leaders and governors ensure the vision, ethos and strategic direction are clearly defined

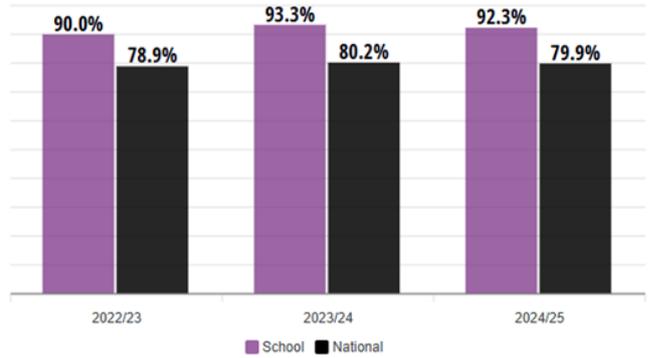


Key Statutory Assessment data – 2024-25

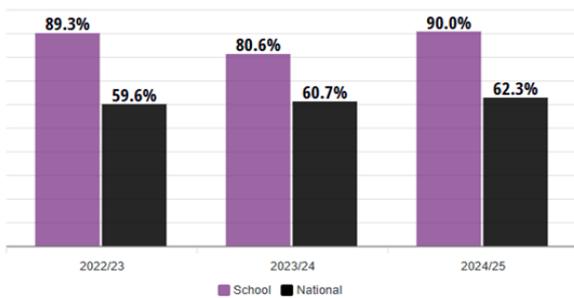
EYFSP: Good Level of Development | Trend



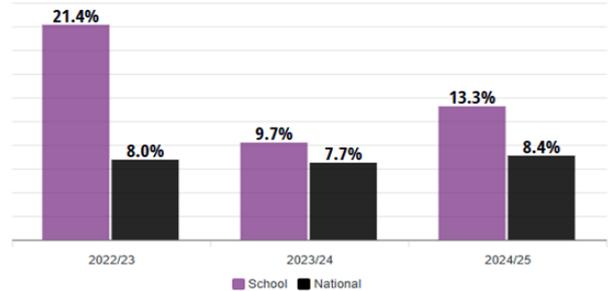
Phonics: Expected Standard (Year 1) | Trend



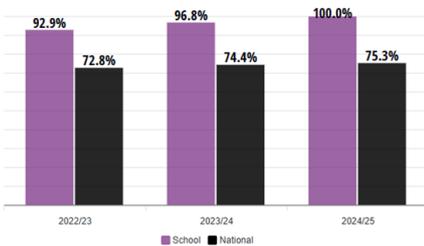
Key Stage 2: RWM Expected Standard | Trend



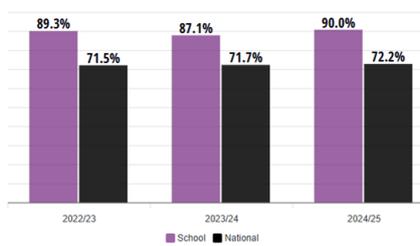
Key Stage 2: RWM High Standard | Trend



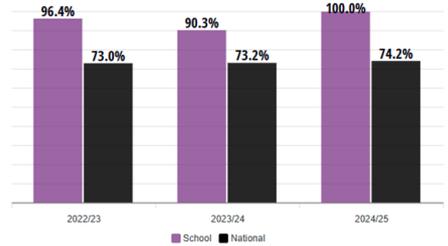
Key Stage 2: Reading Expected Standard | Trend



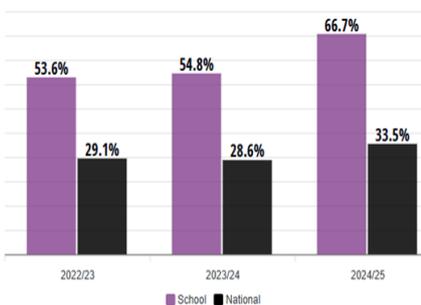
Key Stage 2: Writing Expected Standard | Trend



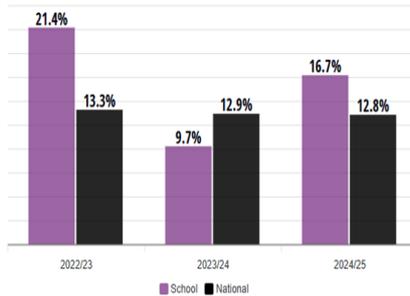
Key Stage 2: Maths Expected Standard | Trend



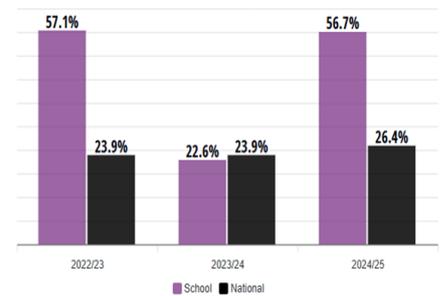
Key Stage 2: Reading High Standard | Trend

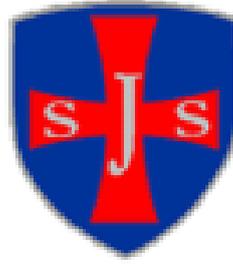


Key Stage 2: Writing Greater Depth | Trend



Key Stage 2: Maths High Standard | Trend





Bracknell Forest

Why come to Bracknell Forest

Moving to work in a new place can be hard. Below are some of the reasons why we think Bracknell Forest is a great place to live and work.



Bracknell town centre has been regenerated, and The Lexicon has an exciting range of retailers and restaurants.



Bracknell house prices are reasonable and there are any many nice areas to live.



Bracknell is really easy to commute to as it's right next to the M3 and M4 junctions.



Bracknell train station is a short walk from the school. It is on the main Reading to London Waterloo rail line.



Our schools are good no matter which area you choose to live in.



Crime and antisocial behaviour is very low. Bracknell is a safe place to walk around, no matter what time of day.

There are many leisure opportunities and open spaces to enjoy in the area. We have great parks and Swinley Forest surrounds Bracknell and is used for walking, off-road biking and has a fantastic outdoor play area.

Staff benefits

We have a great range of staff benefits for our employees. Explore our staff benefits section to find out what is on offer [Staff benefits | Bracknell Forest Council](#).





Catholic Diocese of Portsmouth

The Diocese of Portsmouth stretches from Oxford in the north to the south coast and also includes the Isle of Wight and the Channel Islands.



Catholic Education in the Diocese of Portsmouth

In the Diocese there are 56 Catholic schools currently maintained by twelve local authorities and the States of Jersey and Guernsey. The schools work in 'partnership areas' to facilitate and encourage greater collaborative working.

Forty-six of the schools are primary schools, there is one middle school, eight secondary schools and one all through school (4-18). In addition, there are also 12 independent preparatory or secondary schools. 15 of our schools are currently academies organised in single academy or multi academy Trusts.

The Trustees have adopted a full academisation policy for the diocese. This will result in the establishment of 2 multi academy Trusts which all maintained schools under the Trusteeship of the Catholic Diocese of Portsmouth will join.

The Catholic Academies and Schools Office supports Catholic schools in implementing their mission, in delivering an education which is religious in both its context and content within a community founded on the values of the Gospel.

In carrying out this work the Catholic Academies and Schools Office (CASO):

- promotes a community of schools sharing a common vision of the purpose of Catholic education and working collaboratively to develop this for the good of all;
- promotes and develops all aspects of Catholic provision in the Diocese;
- advises, develops and inspects the quality and provision of religious education and collective worship;
- represents the Bishop at the appointment of Headteachers, Deputy Headteachers, Assistant Headteachers and Heads and Co-ordinators of Religious Education;
- advises and supports Governing Bodies in their statutory and legal responsibilities as Catholic maintained schools and academies;

We are currently working with schools to implement:

- Catholic Schools Inspection framework. A new national inspection of all Catholic schools.
- Religious Education Directory
- Prayer and Liturgy Directory



Bishop Philip Egan





Catholic Diocese of Portsmouth

Catholic Education in the Diocese of Portsmouth



Professional Development

CASO provides a programme of development opportunities for teachers at all levels in Catholic schools from first appointments through to headteachers.

There are induction courses for early career teachers, courses for teachers of religious education and preparation for aspiring deputy heads and headteachers. There is also an induction and mentoring programme for recently appointed headteachers, as well as headteachers new to the diocese run by experienced Headteachers.

CASO Team

Our team consists of:

- Canon PJ Smith, Episcopal Vicar for Education
- Catherine Hobbs, Director for Education (1.0 FTE)
- Robert Dare, School Support Officer, RE adviser and CSI Coordinator (0.6 FTE)

Further information on the work of the Catholic Academies and Schools can be found at www.casoportsmouth.org.uk





St Joseph Primary School and Footsteps Nursery

Headteacher's Job Description

Section 1 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:

- 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 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
- 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

Section 2

1. School Culture

Headteachers:

- will be the faith leader of the school community
- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life and are nurtured on their faith journey.
- uphold ambitious educational standards 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 ,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 values 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

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, 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
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

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, 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

9. Working in Partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers 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, 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



Person Specification



E- Essential D- Desirable Evidence: A-Application I-Interview Days R=Reference

	Faith Commitment and Catholic Ethos	Essential (E)	Desirable (D)	Evidence:
1	A practising Catholic with a commitment to a personal faith Journey.	E		A R
2	The ability to articulate a sound understanding of the distinctive nature of a Catholic school as a learning community.	E		I
3	The ability to nurture and sustain effective relationships with Parish, parents, carers, the broader community and all other stakeholders in order to enhance the education of all pupils and enrich the school as a faith community.	E		AIR
	Qualification			
1	Qualified Teacher Status.	E		A
2	Evidence of further professional development in leadership e.g. National Professional Qualification.		D	A
3	Catholic Teachers Certificate.		D	A
4	Designated Safeguarding Lead experience with an understanding of and commitment to the requirements of safeguarding children and young people.	E		AI
	Leadership and Management			
1	Ability to lead the spiritual development of staff and pupils who may or may not be Catholic.	E		AI
2	Proven record of strong, sustained senior leadership in a primary school, translating vision into practice.	E		AI
3	Lead by example and be a positive role model with excellent communication interpersonal skills.	E		AI
4	A strong understanding and focus on staff well being.	E		AI
5	Be able to foster an open, transparent and equitable culture, in order to deal effectively with difficult conversations and conflict at every level.	E		AI
6	Experience of successfully leading an effective school improvement project which has impacted positively on pupil attainment, teaching and learning.	E		AI
7	Strong Knowledge of EYFS, Key Stage 1 & 2.		D	AI
8	Up to date knowledge and understanding of current educational policy, research and landscape.	E		AI
	Experience			
1	Experience of using a range of evidence, to support, monitor, evaluate and improve aspects of school life, including challenging performance.	E		AIR
2	Experience of analysis and tracking for the purpose of raising attainment.	E		AIR
3	Proven ability to work effectively with SEND and vulnerable groups.	E		AIR
4	Proven ability to raise the quality of teaching and learning including the implementation of appropriate CPD.	E		AIR
5	Proven experience of excellent and impactful teaching across one or more primary key stages.	E		AIR
6	Proven experience of managing and developing the performance of others e.g. mentoring	E		AI

Person Specification

E- Essential D- Desirable Evidence: A-Application I-Interview Days R= Reference

Personal Skills and Qualities			
1	Promote the development of the whole child through creating a child centred environment.	E	AI
2	Be approachable, empathetic and decisive as a leader.	E	AI
3	Have a positive solution-focused mindset and a determined approach to raising standards.	E	AI
4	Ability to self reflect and to be proactive about personal development.	E	A
5	Self motivated and organised, able to prioritise their work load but ask for support when needed.	E	AI
6	A commitment to working positively with members of the Governing Body to establish effective and transparent governance.	E	AI
7	Encourage staff and pupils to develop their unique potential and character.	E	AI
8	Identify emerging talent, develop excellence and clear succession planning.		D AI

