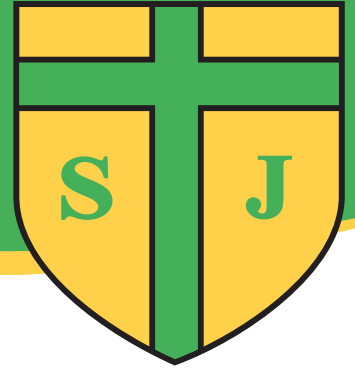


As a family with God in our hearts, we love, laugh and learn.



St Joseph's Catholic Primary School Otley A Voluntary Academy

Headteacher Application Pack

Closing Date:
Shortlisting Date
Interview Date:

Monday 20 February 2023 at 12:00 noon
Thursday 23 February
Thursday 9 and Friday 10 March 2023

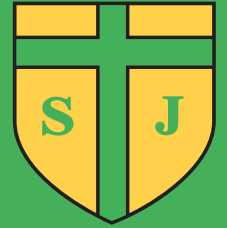


The Bishop Wheeler
Catholic Academy Trust



Diocese of Leeds
Vicariate for Education

Welcome to St Joseph's



Dear Applicant,

Thank you for your interest in the position of Headteacher at St. Joseph's, Otley, which becomes vacant as we say goodbye to a much beloved, admired, and respected Head upon her retirement.

Our latest Ofsted inspection confirmed that we are a good school that is continually improving, and the recent visit for a Section 48 'The Catholic Life of the School and Religious Education' inspection rated us as Outstanding. We seek an inspirational leader who will continue to drive the school forward as become genuinely outstanding in all areas. We need you to be committed to the values of love, respect, tolerance, and forgiveness that we promote in our school community, and to our Mission of a being a family who love, laugh, and learn with God in our hearts. You will have a strong personal Catholic faith, practising in your Parish community, that you are willing to share with and model for our children.

We can offer you:

- Children who are kind, enthusiastic, confident, and endlessly curious;
- Parents who are advocates for the school, and are keen to support their children's learning;
- Staff who work collaboratively and with a common sense of purpose, committed to high standards and expectations for all students;
- Supportive Governors who are aspirational for the school; and,
- A thriving and caring Parish community that works in support of the school's mission.

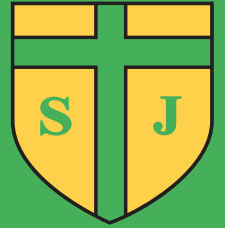
Above all, St Joseph's is a happy, calm environment populated by friendly staff and students who offer a warm Yorkshire welcome. You will have the opportunity to work in a truly beautiful, welcoming town in the heart of the Wharfe valley, with easy access to Leeds, Harrogate, and Bradford.

Visits to the school are strongly encouraged, and if you would like to discuss this opportunity in further detail, please email me at p.younts@stjosephsotley.org

Pauline M. Younts, Ed.D.
Academy Council Chair



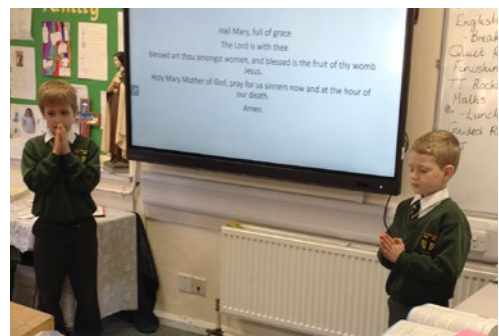
Welcome to St Joseph's



As a family with God in our hearts, we love, laugh and learn.

Intercession to St Joseph

*Dear St Joseph,
Help us to love and care,
To be gentle and fair.
Help us to work and play together,
Help us to live and grow together,
To be always glad to help each other,
Happy in your loving care.
Amen*



Father Lawrie

The Bishop Wheeler Catholic Academy Trust



Letter from the Trust CEO/Chair

Thank you for your interest in the post of Headteacher at St Joseph's, which is one of the 13 schools which make up The Bishop Wheeler Catholic Academy Trust.

Formed in 2013, The Trust currently includes schools in the Catholic Diocese of Leeds and the local authority areas of Leeds, Bradford and North Yorkshire:

- St Mary's Catholic Secondary Academy, Menston
- St Joseph's Catholic Primary, Otley
- Ss. Peter and Paul Catholic Primary, Yeadon
- Sacred Heart Catholic Primary, Ilkley
- St Mary's Catholic Primary, Horsforth
- St Joseph's Catholic Primary, Pudsey
- St Mary's Catholic Primary, Knaresborough
- St Joseph's Catholic Primary, Harrogate
- Holy Name Catholic Primary, Cookridge
- St Stephen's Catholic Primary and Nursery, Skipton
- St Robert's Catholic Primary School, Harrogate
- St John Fisher Catholic High School, Harrogate
- St Joseph's Catholic Primary School, Tadcaster

We are delighted that there are currently three further primary schools, who are on the journey to becoming part of the Trust, with the overall plan that the Trust will eventually comprise of 18 schools, being responsible for the education of more than 5000 pupils. The organisational architecture is in place to support this expansion and BWCAT has been invited by the DfE to support and mentor other trusts. Our schools are highly rated and high-achieving and our mission remains to work together as a family of schools to offer the highest quality Catholic education for all our pupils providing spiritual, moral, intellectual and personal development for the well-being of all.

We have made significant progress in recent years, developing school improvement processes, staff development opportunities and a range of central services to support our schools. We are therefore a group of schools working in a strategic, structured and collaborative manner, in order to improve the quality of Catholic education for all of our pupils.



The Bishop Wheeler Catholic Academy Trust



We have recently launched our Strategic Plan for 2022–2025, where we highlight the actions that we will take to enhance the quality of education across **Our Trust**, improving each of **Our Schools** and impacting positively on all of **Our Pupils**.

In order to achieve this, we have identified 5 key strategic areas for development, including:

Our Faith Journey

Developing **our Faith journey** through continued development of Character Education and Virtues across our schools and increasing the opportunities provided to pupils to lead Collective Worship. As a Trust, we will also demonstrate our commitment to the Diocesan Faith in Action Award.

Our Educational Standards

Further develop **our educational standards** through continuing to enhance our Quality Assurance procedures, developing the consistency of our assessment processes, delivering high quality CPD for staff, supporting excellent pedagogy combined with a rich and ambitious curriculum.

Our People

Develop **our people** through the articulation and implementation of the BWCAT People Strategy; ensuring our schools have a positive culture and climate, developing our people and talent, along with supporting staff workload and wellbeing.

Our Organisation

Enhance **our Trust organisation**, in order to strengthen the Trust family and community including continuing to strengthen our finances, estates management, IT systems and support for governance.

Our World

Contribute to **our World**, through strengthening external engagement and partnerships to extend the reach and depth of our offer to pupils, staff and communities, along with being an environmentally sustainable organisation.

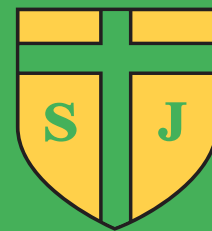
As a Trust, we are now at a significant stage of our development and the Headteacher at St Joseph's will be expected to contribute to our future strategy and collaborate with staff and school leaders across our schools. The Headteacher, will be supported by a CEO, a strong Trust central Team, Trust Board and Academy Council, working together to enhance the quality of education for all of our pupils.

Diane Gaskin, Chair Bishop Wheeler Catholic Academy Trust

Darren Beardsley, CEO Bishop Wheeler Catholic Academy Trust



Job Description



Job Title

Headteacher L12-18 (£58,105 - £67,351) full time and permanent

Section 1: Ethics and professional conduct

Catholic Headteachers are 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 the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic Headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic 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

Catholic Headteachers are custodians of diocesan schools and as such embody the abundant hope the Church has placed in education. Catholic Headteachers are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic Headteachers:

- 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.

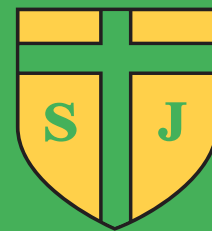
¹ The Gospel of Matthew 5:3–12

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.

Job Description



As leaders of their Catholic 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 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 Catholic sector

Section 2: Headteachers' standards

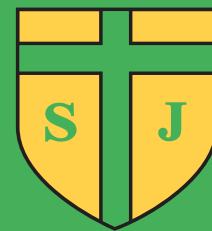
1. School culture

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and diocese
- 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 Catholic 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

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

Job Description



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, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full⁶.
- ensure effective use is made of formative assessment

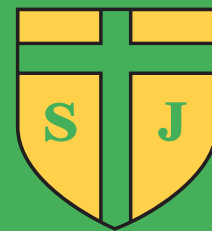
3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education which sets 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

⁶The Gospel of John 10:10

Job Description



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

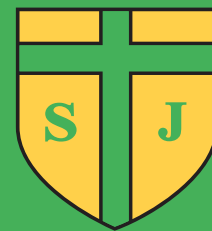
5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching⁷
- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parish 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

⁷ 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.

Job Description



6. Professional development

Headteachers:

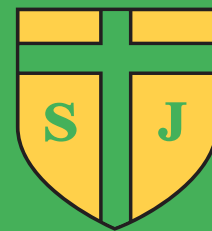
- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery 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

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 Catholic 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 and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

Job Description



8. Continuous school improvement

Headteachers:

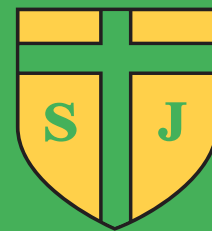
- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic 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, the Parish, diocese and the local community
- commit their school to work successfully with other Catholic schools and 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

Job Description



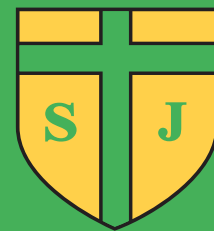
10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic 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



Introduction

St Joseph's Catholic Primary School Otley, A Voluntary Academy is a Catholic Academy School with a strong religious character. Their Memorandum and Articles state that they are part of the Catholic Church and are to be conducted as Catholic schools 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.

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 deep rooted, 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 governing body 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 governing body 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. The successful candidate will be encouraged to participate in the diocesan induction programme and will be offered an appropriate and experienced Catholic headteacher as mentor. If the successful applicant has not completed the CCRS course in Catholic Education or equivalent, an undertaking to successfully complete the course may be expected.

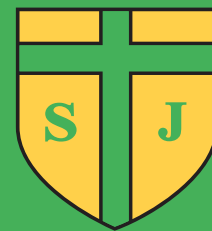
What is the objective definition of a 'practising Catholic' for appointments to key posts in Catholic Schools?

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

Person Specification



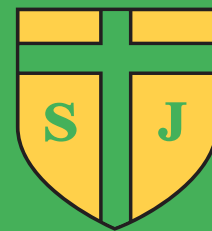
Job Specification

Please note source of evidence of fulfilled criteria:

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

1. Qualities and Knowledge	Essential or Desirable	Evidence
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.	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 one or more Catholic primary schools	E	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 and to share their Catholic Faith with a range of colleagues who may or may not be Catholic themselves.	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	E	A/I
Political and financial astuteness	E	A/I/R
Demonstrate an experience of working alongside clergy and faith leaders	E	A/I/R

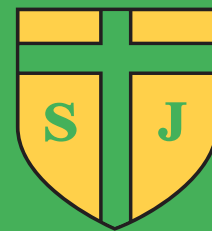
Person Specification



2. Pupils and Staff	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupils	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 and pupils to develop their unique potential, character and virtue	E	A/I/R
Identify emerging talent, develop excellence and clear succession planning	E	A/I/R

3. Systems and Process	Essential or Desirable	Evidence
Efficient strategic leadership and astute financial planning	E	A/I/R
Ensure the safety of all staff and pupils at all times	E	A/I/R
Promote excellent behaviour and positive attitudes to school life	E	A/I/R
Systems for performance management to hold staff to account	E	A/I/R
Ability to challenge under-performance	E	A/I/R
Understanding of strong governance to hold the school to account	E	A/I/R
Ensure budgets and resources are deployed in the best interests of pupils	E	A/I/R
Promote distributive leadership throughout the school	E	A/I/R

Person Specification

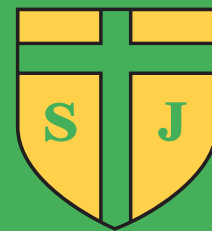


4. Self Improving School	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/I/R
Effective partnerships with a range of professionals	E	A/I/R
Use well evidenced research to achieve excellence	D	A/I/R
Provide high quality opportunities for staff 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

5. Child Protection	Essential or Desirable	Evidence
Ensure that the child protection policies and procedures adopted by the governing body 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

6. Securing Accountability	Essential or Desirable	Evidence
Fulfil commitments arising from contractual accountability to the Governing body	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 Governing Body 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

Person Specification



7. 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

8. 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

9. 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

Working in the Diocese of Leeds



Thank you for taking the time to find out more about the position of Headteacher at St Joseph's Catholic Primary School, Otley in the Diocese of Leeds.

The Diocese of Leeds covers a wide geographic area encompassing eight local authorities mainly in West and North Yorkshire well served by a network of rail and motorway links. We have 79 primary schools, 11 high schools, a sixth form college in Leeds and a residential non-maintained school for the deaf. Our smallest school is 70 pupils whilst the largest is 2,300 pupils serving both rural and urban areas. There are good partnerships between schools across the Diocese as well as within local deaneries and further networks with local authority schools. The Catholic university of Leeds Trinity also falls within the Diocesan educational provision.

In February 2018, Bishop Marcus presented schools with his vision for education in the Diocese of Leeds. Recognising that the ever changing landscape in education brings its own challenges in ensuring that all schools are viable and raise standards, Bishop Marcus asked that all schools strengthen their solidarity and collaborate effectively with each other to deliver the mission of the Catholic church in their community. The collaboration needed to be strategic, structured and resilient and therefore the model was developed for all schools to join one of the five multi-academy trusts established across the diocese.

The five MATs and their corresponding areas are as follows:

- **Bishop Konstant Catholic Academy Trust** – Wakefield area and schools in North Yorkshire around Selby/Goole.
- **St Gregory the Great Catholic Academy Trust** – City of Leeds area
- **Blessed Christopher Wharton Catholic Academy Trust** – Bradford and Keighley area
- **Blessed Peter Snow Catholic Academy Trust** – Kirklees and Calderdale areas
- **Bishop Wheeler Catholic Academy Trust** – North West Leeds, Wharfe Valley and Western areas of North Yorkshire

The Trusts have evolved over time and the diocese is now working to complete the conversion of all its schools as soon as is feasible.

The primary headteachers across the diocese meet on a termly basis as part of the Leeds Diocesan Association of Primary Headteachers (LDAPH) and join in an annual retreat (usually as an overnight event at the Bar Convent in York) which provides an opportunity for spiritual refreshment and networking together. Retreats are sometimes held nationally and in Rome in more normal situations than we are currently experiencing.

The Diocese together with its trusts offers a comprehensive programme of continuing professional development every academic year which is available on the website and open free of charge to all schools giving to the Diocesan school contribution scheme.

It is an exciting time to join a Diocesan school and I hope that you will take this opportunity to apply to be the new Headteacher of St Joseph's Catholic Primary School.

Yours sincerely in Christ,

Canon Timothy Swinglehurst
Episcopal Vicar for Education
Diocese of Leeds

Headteacher Wellbeing Service



What is the Headteacher Wellbeing Service?

The service:

- Was requested by Headteachers for Headteachers
- Is designed to meet the specific needs of Headteachers in the Leeds Diocese
- Is a confidential service for all Headteachers in Diocesan primary, secondary and special schools
- Offers an opportunity to talk confidentially on a personal and professional basis
- Facilitates links with other professionals

What does the Service Aim to Do?

The Service:

- Promotes the wellbeing of the Catholic Headteachers in the Leeds Diocese
- Provides personal support for individual Headteachers
- Assists Headteachers in resolving issues
- Facilitates support networks
- Enhances relationships between Headteachers, Governors, Diocesan and Local Authority personnel

What is the Role of the Diocese?

- The Diocese is committed to supporting Headteachers in their task and to working in partnership with schools
- The Diocesan *Office for Education* acts as the agent in the employment of the Co-ordinator for Headteacher Wellbeing

How is the Service Funded?

- The Headteacher Wellbeing Service is funded through the School Contribution Scheme, which is an annual donation whereby schools support the work of the Diocese in relation to education and school property.

A confidential mobile line is available Monday to Friday during term time. There is a voicemail facility and response will be made within 24 hours.

CEOs, Headteachers and Acting Headteachers can use this service at any time as required.



The Bishop Wheeler Catholic Academy Trust

St Joseph's is part of **The Bishop Wheeler Catholic Academy Trust**, a charity and a company limited by guarantee, registered in England and Wales

Registered Office:

St. Mary's Menston, A Catholic Voluntary Academy, Bradford Road, Menston, LS29 6AE

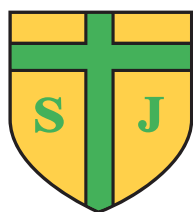
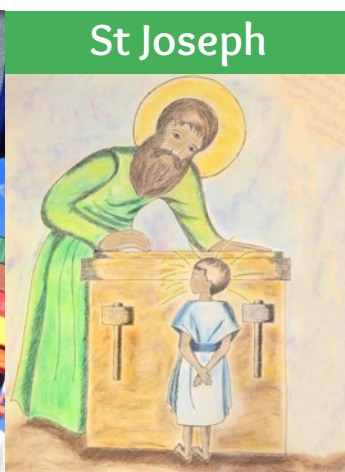
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