



St. Mary's

Menston
a Catholic Voluntary Academy



Headteacher Application Pack

Closing Date:
Shortlisting Date
Interview Dates:

Monday 29 November 2021 – 12.00 noon
Wednesday 1 December 2021
Thursday 9 and Friday 10 December 2021



The Bishop Wheeler
Catholic Academy Trust



Diocese of Leeds
Vicariate for Education

The Bishop Wheeler Catholic Academy Trust



Letter from the Trust CEO/Chair

Thank you for your interest in the post of headteacher at St Mary's Menston Catholic Voluntary Academy, which is one of the 11 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 Voluntary 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

We are delighted that our Trust will grow further in the coming months to include St John Fisher Catholic High School, Harrogate and St Joseph's Catholic Primary School, Tadcaster. This will see the Trust increase in size from 3,200 pupils to more than 5,000. The plan is for the Trust to comprise 18 schools (2 secondary and 16 primary) by the end of 2022. 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.

As a Trust, 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



The introduction to our 2021-2022 Strategic Plan, highlights the following:

As a Trust, we ensure that collaboration between schools delivers excellence for children and young people, within a Catholic context and a shared mission. We are working together to develop a rich and exciting curriculum, where all pupils thrive and develop virtuous character. Strong leadership at all levels, along with excellence in professional learning and development, will enable pupils to make strong progress across the curriculum. We recognise that our people are our most important resource, therefore we are committed to their support and development, working together as a true family of schools to offer the best possible high quality Catholic education, enabling the spiritual, moral, intellectual and personal development and well-being of all our pupils, to help sustain high quality Catholic education for families within our area.

Taking this into account, along with a consideration of the local and national context, our strategic priorities for 2021-2022 are summarised below:

1. Further develop the Catholic ethos of our schools, enabling our young people to develop spiritually, morally, intellectually and personally, putting their faith into action, through serving Christ in others, in the church and in the world around them.
2. Improve the quality of education in all Trust schools.
3. Provide outstanding leadership at all levels across the Trust, with clear succession planning; attracting, developing and retaining the best people to work in Trust schools.
4. Enhance the operational effectiveness of the Trust, ensuring that we are financially viable and sustainable, delivering high quality and cost effective services to schools, being fully compliant in all areas.
5. Further develop our contribution to the Quality of Education across the Diocese, through strengthening links with other Diocesan MATs and working with partner schools to deliver strategic growth of the Trust.

As a Trust, we are now at a significant stage of our development and the Headteacher at St Mary'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, Trust Board and Academy Council, along with the Director of Secondary Standards, working across all of the Academy Trusts, within the Diocese of Leeds. If you would like further information regarding this exciting opportunity, please contact Darren Beardsley CEO of BWCAT, via Jo-Anne Hughes at St Mary's Menston. Jo-Anne can be contacted at school ja.hughes@stmarysmenston.org and 01943 883000.

Diane Gaskin, Chair Bishop Wheeler Catholic Academy Trust
Darren Beardsley, CEO Bishop Wheeler Catholic Academy Trust



Welcome to St. Mary's Menston



Letter from the Chair of St. Mary's Menston Academy Council

Dear Prospective Applicant

I am extremely proud to be the Chair of the Academy Council at St Mary's and on behalf of all our Governors I thank you for your interest in becoming our Headteacher and for your time in exploring this exceptional opportunity to join with us in making a real difference to the lives of our students and our community.

St Mary's is an oversubscribed Catholic secondary school with a strong reputation and relationship with its various stakeholders and partners; locally, trust-wide, city-wide, throughout the diocese and with our wider Catholic community.

Our Headteacher is critical to ensuring the very best, spiritual, social, and academic leadership for our staff and students. We are looking for a talented and successful faith-filled individual who has the strategy and confidence to build on the excellent work that has brought St Mary's to where it is today. While we want someone who will promote what is unique and best about our school, we also want someone who will bring new gifts and talents to inspire and stretch our community, providing steady leadership on our continuing journey.

If you think this could be you, we would be delighted to hear from you and to receive your application.

Chris Billington

Chair of Academy Council
St Mary's Menston Catholic Voluntary Academy
Part of The Bishop Wheeler Catholic Academy Trust



*We are a pilgrim school
and we journey with Mary to become
the person God intends us to be.*

Our Mission Statement is at the heart of all that we do and say, and as it suggests, all members of our community are on a pilgrimage to become the person God intends them to be. This Mission guides us to work with our families to draw out our students' gifts, talents and virtuous character so that when they leave us they can contribute positively to the common good of society and the beauty of the world.

As a Catholic school, we make Christ known to all members of our extended community through the way we work and the way we act. By imitating Christ, the values of faithfulness, humility, truth, forgiveness, tolerance, dignity, service and respect are at the centre of our teaching and are achieved through the practice of living virtuously.

St Mary's is a school with a distinct and strong ethos, providing an outstanding, progressive and well-rounded quality of education with a variety of curricular and extra-curricular opportunities. We value constructive feedback and constantly reflect on our current practice to evolve in an ever changing world. We have used our outstanding judgements from Ofsted and Diocesan inspections as the platform for further development to enable all of our young people to develop skills to prepare them for the wider world and achieve academic and personal excellence.

We have a deeply committed, thriving, successful and caring community, united in witnessing to its Mission and sense of purpose. Our staff and governors work together as a team, constantly seeking to improve, bringing enthusiasm, commitment and enjoyment to every task.

"Students' personal development is outstanding"

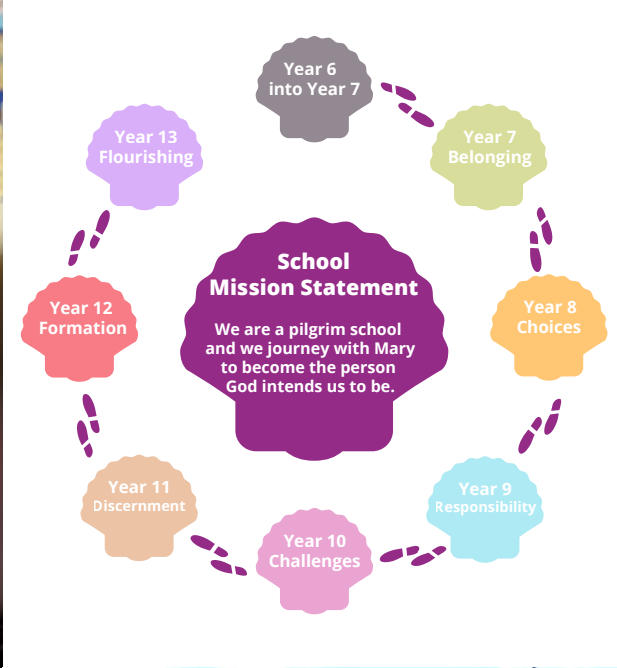
Ofsted

"St. Mary's is a deeply committed and caring Catholic community, characterised by outstanding leadership and dedicated staff, united in wholeheartedly witnessing to the Catholic mission of the school."

Section 48:

The Catholic Life of the School and Religious Education Inspection





Job Description



Job Title

Headteacher L33–L39 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

⁵The 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

⁷The 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. Mary's Menston Catholic 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
Practicing 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

The Diocese of Leeds



Dear Applicant

Thank you for taking the time to find out more about the headship at St. Mary's Catholic Voluntary Academy, in the Diocese of Leeds. St Mary's works in partnership with the other secondary Catholic schools across the Diocese as well as with the primary schools in the Bishop Wheeler Catholic Trust. The Trust Board and Academy Councillors are now looking for someone who has the vision to lead the school through the opportunities and challenges of the next few years, providing the best opportunities for the pupils and their families. In taking up the headship at St. Mary's, the successful candidate is assured of a warm welcome from colleagues in other Leeds Catholic schools and across the Diocese and I hope you will feel supported to take on the role of Headteacher in a diocesan school.

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, 12 high schools, a sixth form college in Leeds and a residential non-maintained school for the deaf.

There are good partnerships between schools across the Diocese as well as local Deaneries and further networks with Local Authority schools. Also, within the diocesan educational provision is our Catholic University of Leeds Trinity, our higher education partner.

The Diocese also has five Catholic Multi Academy Trusts:

- 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 Konstant Catholic Academy Trust – Wakefield area and schools in North Yorkshire around Selby/Goole
- Bishop Wheeler Catholic Academy Trust – North West Leeds, Wharfe Valley and Western areas of North Yorkshire

The Trusts have evolved over time but, as set out in the Bishop's vision 2018 (available on the website) the Diocese is now working to complete the conversion of all its schools as soon as is feasible. The Trusts are developing a collaborative and supportive approach, working together to deliver services to their academies and schools within the geographical family. For example, the 5 Trusts have recently made a joint appointment to support secondary school improvement.

The Diocese of Leeds



Across the Diocese, the Headteachers of the 12 high schools, the sixth form college in Leeds and a non-maintained residential special school meet frequently as the Communion of Leeds Diocesan Secondary Schools (COLDS). The group has been in existence for over 8 years and has expanded so that it provides not only a discussion group for Headteachers to share practice and discuss professional matters but there is also a strong leadership and subject network involving Deputy Headteachers and middle leaders across the Diocese. This allows support to be provided as required as well as offering opportunities for personal CPD for Headteachers through the planned activities and peer reviews of each other's schools. As a secondary Headteacher in the Diocese of Leeds you are not alone and will be a welcome member of the COLDS network.

The Diocese values the work of all its Headteachers and therefore employs a Headteacher Well-being Officer post. Karen Naik arranges an annual well-being conference for Headteachers as well as providing a confidential service to any Headteacher who wishes to discuss work or personal matters with her. For new Headteachers, Karen will contact them to ensure they have all the assistance they need to settle into their new post which includes ongoing mentoring.

The Diocese offers a range of support to schools particularly around the Catholic life of the school and Catholic leadership. Regular opportunities for spiritual refreshment are also available.

It is an exciting time to join a Leeds Diocesan school so I hope that you will take this opportunity to apply to be the new Headteacher at St Mary's Catholic Voluntary Academy.

With kind regards.

Canon Timothy Swinglehurst

Episcopal Vicar for Education
Diocese of Leeds



The Bishop Wheeler Catholic Academy Trust

St. Mary's Menston is **part of The Bishop Wheeler Catholic Academy Trust**, a charity and a company limited by guarantee, registered in England and Wales
Company Number: 8399801

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Chair of the Trust Board: Mrs D Gaskin



St. Mary's Menston Catholic Voluntary Academy

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Chair of the Academy Council: Mr Chris Billington



The parishes served by our school:

SS Peter & Paul Yeadon
St. Joseph's Pudsey
English Martyrs Addingham
Our Lady & All Saints Otley
SS John Fisher & Thomas More
Burley-in-Wharfedale
St. Mary's Horsforth
Sacred Heart of Jesus Ilkley
St. Stephen's Skipton