

Letter from Chair of Governors

Dear Applicant,

Thank you for your interest in the post of Headteacher at St Matthew's Catholic Primary School. I hope you will find the information in this pack useful and that it inspires you to apply for this exciting position in our school.

We are proud to be an inclusive, faith school where we work together to enable all our children to become successful and aspirational learners who enjoy learning, make progress and achieve. Through supporting our teachers and leaders to be forward thinking and outward looking practitioners, we instil curiosity and resilience in our children so that they relish new challenges and are independent thinkers and questioners who leave our school with a solid basis for lifelong learning.

Our mission motto underpins everything we do as adults and children and we work closely together to ensure that every child and member of staff has the ingredients to be the best that they can be.

St Matthew's is a one form entry primary school serving the Parish of St Blaise, with two Parish churches, including St Matthew's Church in Allerton. There is a Nursery which offers 15-hour and 30-hour places, breakfast club and regular after-school clubs.

We are fortunate to have extensive, well-equipped grounds and we encourage our children to be stewards of God's world.

We are based in the Diocese of Leeds, and as part of Bishop Marcus' vision for all schools to join a family of Catholic Academy Trusts, St Matthew's has academy orders to join the Blessed Christopher Wharton Catholic Academy Trust and is awaiting a date to do so. You can find more information about the BCWCAT at www.bcwcatt.co.uk.

Our school has been judged Good by Ofsted for the last three Inspections and we are seeking to appoint an inspirational and compassionate leader who can continue to lead the school on its journey to being the very best that it can be.

I would encourage you to visit the school and see for yourself all we have to offer.

With kindest regards,

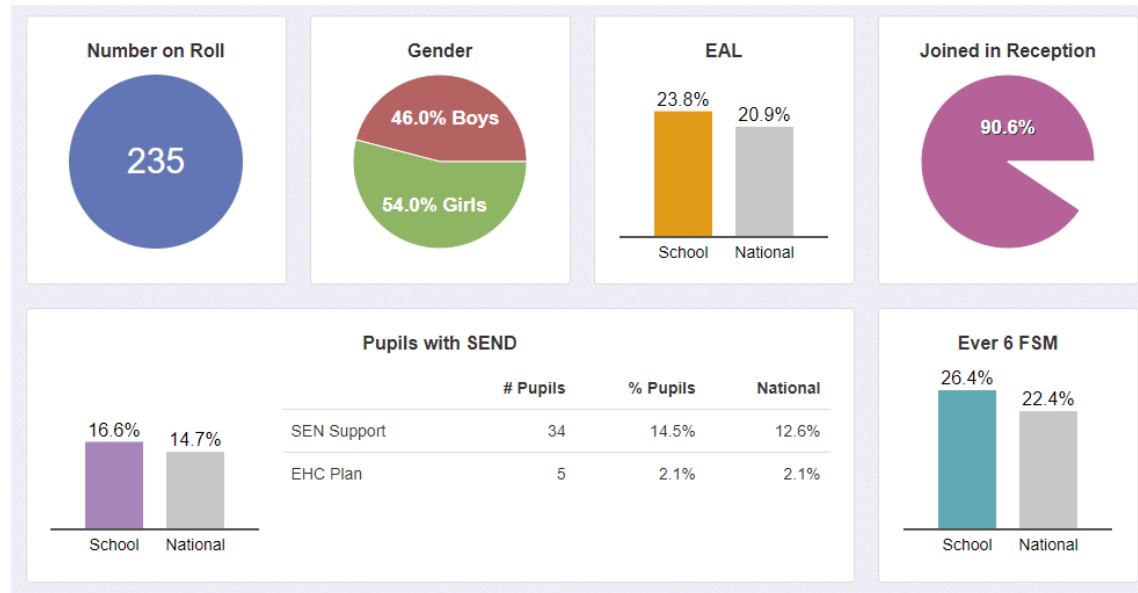
Elaine Schack,

Chair of Governors



About our school

School Strengths



1. Consistently high expectations which lead to at least good outcomes for all pupils.
2. The contribution of religious education, RE, and worship to our open, trusting Catholic ethos
3. Our inclusive approach which ensures care, support and progress for all.
4. The deep knowledge of our pupils and families which ensures effective support.
5. The well-being and support of staff is of high quality

There is a Foundation Stage unit which includes Nursery (F1) and Reception (F2). We offer ten 30 hour Nursery places and ten morning and afternoon 15 hour sessions. We also have a breakfast club and a range of after-school clubs.

Accredited by Elklan, Ascentis and Afasic as
Communication Friendly

OneEducation
READING
AWARD
GOLD



St Matthew's is in the Parish of St Blaise and our Parish Priest is a regular visitor to school.

We work particularly closely with the other Catholic schools in Bradford and Keighley and will soon join the Blessed Christopher Wharton Catholic Academy Trust. The MAT currently has sixteen Primary schools, with St Matthew's and one Secondary schools due to join.

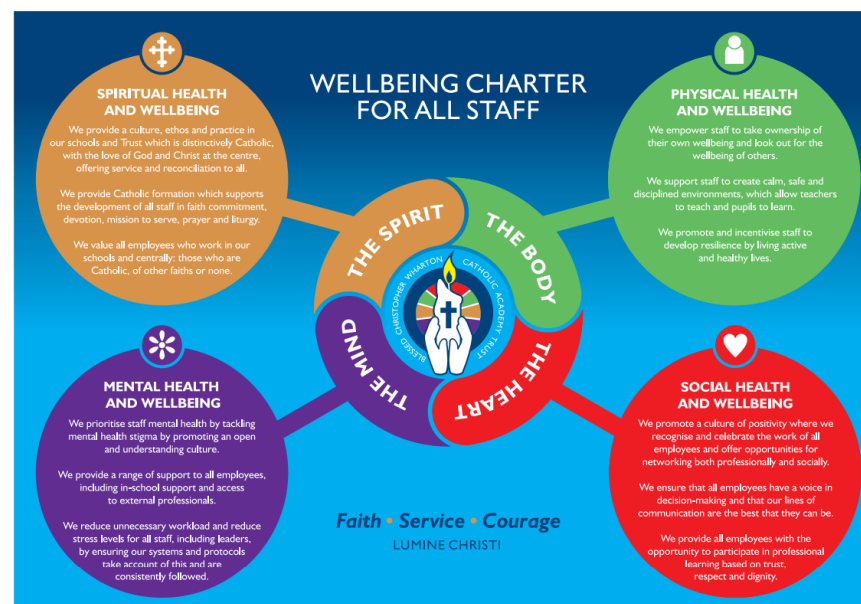
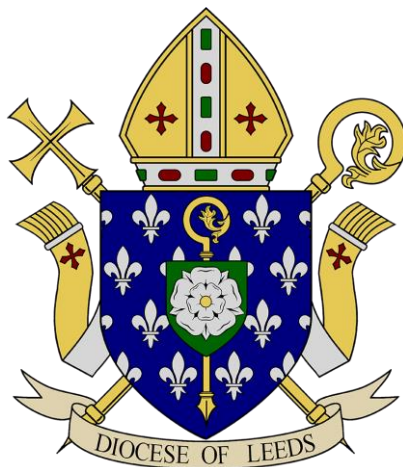
BCWCAT is one of five families of schools across the Diocese of Leeds. In taking up the headship of St Matthew's, the successful candidate is assured of a warm welcome by the Trust central team and colleagues from the Trust and across the Diocese.

Both the Trust and Diocese support the wellbeing of colleagues. The Trust has developed a Wellbeing Charter for all staff and the Diocese provides the Headteacher Wellbeing Service.

Further information about the Trust and The Diocese of Leeds can be found at the following links:

www.bcwcatt.co.uk

www.dioceseofleeds.org.uk



The following job description is based upon the Headteachers' Standards 2020. This is illustrative of the general nature and general level of responsibility of the role. It is not a comprehensive list of the tasks that a Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Ethics and professional conduct

Catholic headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes 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 God 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 dialogue and the Church's Social Teaching
- 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.

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 outside of the Catholic sector

School culture

The Headteacher will:

- 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 education 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

Teaching

The Headteacher will:

- 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 full
- ensure effective use is made of formative assessment

Curriculum and assessment

The Headteacher will:

- 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

Behaviour

The Headteacher will:

- 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

Additional and special educational needs and disabilities

The Headteacher will:

- 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 teaching
- 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

Professional development

The Headteacher will:

- 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

Organisational management

The Headteacher will:

- 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

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

Working in partnership

Headteachers:

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

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

Headteacher – Person Specification

Introduction

St Matthew's is a voluntary aided Primary Catholic School with a strong religious character. Their Instrument of Government 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

Headteacher – Job Specification

Please note source of evidence of fulfilled criteria:

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

QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practicing Catholic 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

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

PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupil's	E	A/I/R
Excellent understanding of high quality teaching and learning	E	A/I/R
Promote the development of the whole child	E	A/I/R
Use data analysis to effectively drive whole school improvement	E	A/I/R
Encourage all staff 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

SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/I/R
Effective partnerships with a range of professionals	E	A/I/R
Use well evidenced research to achieve excellence	D	A/I/R
Provide high quality opportunities for staff development	E	A/I/R
Confident, entrepreneurial, and innovative approach to school improvement	E	A/I/R
Source of inspiration and encouragement for all in the school community.	E	A/I/R

CHILD PROTECTION	Essential or Desirable	Evidence
Ensure that the child protection policies and procedures adopted by the 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

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

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

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

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

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To visit our school, email admin.office@stmatthews.ngfl.ac.uk or phone 01274 541737.

Completed CES application forms should be returned to:
admin.office@stmatthews.ngfl.ac.uk

Closing date: 10th October at 12pm

Shortlisting: 13th October

Interview: 20th October 2022

St Matthew's Catholic Primary School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.

