



Therefore,
choose

St Michael's Church of England High School A Church of England Academy

Growing in Body, Mind and Spirit

Headteacher



Candidate Information

Welcome

Thank you for your interest in the position of Headteacher currently being advertised at St Michael's CE High School, a Church of England Academy.

Our Vision and Christian Ethos

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION


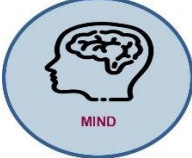

Our motto is **'Therefore choose [life]'** from Deuteronomy.

We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may **flourish**, experiencing the joy and hope of **'Life in all its fullness'**.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

We aim to achieve this mission through a Christian learning experience which focuses on opportunities for growth in body, mind and spirit:-

 <p>BODY</p>	<p>The safety, happiness and wellbeing of pupils is paramount. At St Michael's it's not just that 'every child matter's' but more crucially, that they know that they matter.</p>
 <p>MIND</p>	<p>High expectations and aspirations in all areas of school life create a disciplined and ordered learning environment. Our ambitious, knowledge rich and carefully sequenced curriculum, combined with evidence informed pedagogical approaches, creativity and enthusiasm help to engender a life-long zest for learning and secure excellent pupil outcomes.</p>
 <p>SPIRIT</p>	<p>Pupils are supported to find for themselves the person that they aspire to be, the person that God wants them to be and really experience the joy and hope of 'life in all its fullness'. (John 10:10)</p>

We hope that through opportunities to grow in body, mind and spirit our young people and staff will flourish.

As a thriving, oversubscribed Church of England Academy within the Diocese of Blackburn, our values are rooted in the Christian faith. Serving God, pursuing excellence and celebrating the uniqueness of each individual are at the heart of our distinctive ethos. We create and sustain our caring Christian community by encouraging positive supporting relationships based on Christian values and striking a genuine balance between the highest academic standards and opportunities for personal development and spiritual growth.

Worship is at the heart of our school life and is led by various staff, the Christian Youth Worker and/or pupils, with occasional support from local clergy or visitors. The school Chapel Choir (Hughes Tutorial) and the use of The Arts help to create a contemporary vibrant experience. Each day begins with a year group worship, assemblies and school prayers. In addition, we hold Eucharist services in the school chapel throughout the year both at the start of the day and at lunchtimes during Advent and Lent. These services are led by various members of the local clergy who are always willing to support the school.

The chapel in the magnificent Armstrong Centre is also used for staff prayers and reflections. We hope that the school's distinctive Christian ethos shines through in all aspects of our life and work here. Our belief and vision at St Michael's is based on a shared understanding that education is about much more than qualifications and success in pupil outcomes, as essential as they are. Educating for Spiritual growth acknowledges that we should focus on more than the development of a physical body and mind and embrace the opportunity to reach into the heart and soul of our young people too. This growth cannot be measured in league tables or statistics, although academic success might be the visible fruit of this growth.

Pupil Outcomes

We are a high achieving school committed to the pursuit of academic excellence. In 2023 the school was in the top 10% of non-selective schools nationally for pupil attainment and the top 20% for progress. (SSAT)

The Attainment 8 score was 57.8 and Progress 8, 0.49. 87.5% of pupils achieved 5 or more standard passes (9-4) and 67.4% (grade 9-5) including English and mathematics. In English and mathematics 75% of pupils achieved passes at grade 5 or above and 91% at grade 4 and above. The school has recently featured in an article in the Lancashire Evening Post as one of the top ten secondary schools in the county for pupil progress. Although these high academic standards have been sustained for many years there is no sense of complacency. We are confident that our pupils are provided with a rigorous and productive learning environment where they are both challenged and supported. Pupils who leave St Michael's are confident, articulate, resilient and well prepared for college, university, apprenticeships and their next steps. Details of our curriculum offer at Key Stage 3 and 4 is available on the website.

Personal Development

All staff take responsibility for behaviour and wellbeing around school on a day-to-day basis and model the qualities and Christian values we believe are important for children and adults to flourish.

The school has a unique, highly acclaimed and multi-faceted programme of Personal Development. This includes a Character for Life Lesson in Year 7, a planned assembly programme, fully resourced and planned programme of Living Education led by tutors, (PSHEE) and a highly acclaimed Curriculum Enrichment Programme in Year 9 which facilitates extensive links with organisations in the local community and provides all of our young people the opportunity to achieve the Duke of Edinburgh Bronze Award.

The school has recently been re accredited with the Holocaust Beacon Award (April 2024) and the RE Quality Mark Gold (2023).

We have numerous pupil leadership roles within school and an active social action committee. Each year group is usually linked to a particular charity. However, for the last two years we have embarked on a whole school project raising over £60,000 for our Zambia '24 Appeal. There is an extensive array of wider-curricular activities. Our bi-annual school production is always a truly uplifting, inspirational experience and our trophy cabinet is testament to the school's excellent success in numerous sports.

Staff

The team of staff at St Michael's is exceptional and fully committed to enabling every young person in our community to flourish and embrace the myriad of opportunities available. All staff teach their subject specialism and have been supported in enhancing their practice through research informed pedagogical approaches to learning and teaching. Outstanding care and support is provided to pupils and staff in line with our Christian ethos. The large number of support staff are also an essential part of 'Team St Michael's' in helping to secure our vision and high expectations.

The school provides an excellent professional development programme, combining in-house whole school training, specialised training appropriate to career stage, in addition to external courses and conferences. The school is currently offering the NPQSL (FLEX) in partnership with The Church of England and has over 20 staff following various NPQs all with The Church of England. It is hoped that further engagement with The Church of England will provide

opportunities to enhance training for support staff in the future. The school really does benefit from the commitment and dedication of its highly skilled staff and leadership team.

The Future

This is an exciting time for St Michael's as the school looks forward to the next phase in its development and builds on the successes of recent years.

The school has benefitted from significant investment in its resources and buildings in recent years and this ensures the highest standards of provision. There is a clear programme for further improvements and the school has been successful in securing additional funding/ work through Conditional Improvement Funding (CIF) bids. The financial position of the school is strong. At present the school is working with the Blackburn Diocese and other schools regarding the formation of a new diocesan multi-academy trust. An opportunity to explore this will be provided within the interview process.

We hope the information provided on our website, together with this application pack gives you a clear flavour of our ethos, vision and values, of what to expect at St Michael's and also helps you to prepare for the application process. The successful candidate will benefit from a school with truly exceptional pupils and staff, together with the support that is available through an extensive range of well-established partnerships including the Board of Governors, parents/carers, local clergy and the Diocese and The Church of England.

Letter from the Chair of Governors



Thank you for requesting details for the post of Headteacher at St Michael's Church of England High School.

An extensive range of information about the school is available on the website. However, the governors are proud to emphasise the 'excellent' SIAMS inspection in November 2018, our super Ofsted report, November 2022 and our Holocaust Beacon School status (renewed April 2024). These were achieved by a whole school community approach of teachers, support staff, pupils, parents/carers and governors working together.

The strong academic, sport, and performing arts record is supported by the active Christian ethos apparent throughout the school; providing the opportunity for pupils to grow in body, mind and spirit. Staff focus on continually raising attainment, encouraged by inspiring, experienced, forward-thinking leadership and management.

The governors (trustees and members) are looking for a servant leader who thrives on developing strong relationships with pupils, staff and the wider education community – embodying the well-established ethos of 'Team St Michaels' so that all may flourish here in our school.

Thank you for your interest and I look forward to hearing from you.

Yours sincerely

Mr C M Metcalfe





Application Process and Information

Headteacher Group 7: ISR 27-34, NOR 1135

Closing Date for Applications: 9.00am Wednesday 20 June 2024

Shortlisting: 27 June 2024

Interviews 11 and 12 July 2024

Starting date: 1 January 2025

Applicants are asked to provide a supporting letter (that clearly sets out how your experience and achievements to date have helped prepare you for this post in a **Church school**. You should give a clear statement of your educational philosophy, its implementation in practice and commitment to developing the **Christian character** of the school. You should address areas raised in the job description and person specification. Please include any other information you feel would be helpful. Your letter should be no longer than 3 sides of A4 in length in Arial point 12, with organised views.

Applications should be returned by email to: vacancies@saint-michaels.lancs.sch.uk by **9.00am on 20 June 2024**.

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.





Person Specification - Headteacher

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

	Essential /Desirable	Source
[A] Christian ethos		
Full and active member of a church in membership of Churches Together in England or Evangelical Alliance	E	A/I/R
A practising Anglican	D	A/I/R
To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.		
The development of the Christian character of the school, its pupils and staff.	E	A/I
Leading school worship.	E	A/I
Ways of developing religious education and worship.	E	A/I
Ways of leading the spiritual development of all the school community.	E	A/I
Strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	E	A/I
How relationships should be fostered and developed between the school, local churches, other schools, its community and the Diocese of Blackburn.	E	A/I
[B] Qualifications		
Qualified teacher status	E	A
Degree or equivalent	E	A
[C] Professional development		
Evidence of regular, recent and appropriate professional development for the role of headteacher.	E	A
Has successfully undertaken appropriate safeguarding training for senior leaders, or has a commitment to do so within 12 months of taking up post.	E	A
[D] School leadership and management experience		
Recent successful leadership as a secondary school headteacher.	D	A/I/R
Recent successful leadership as a deputy headteacher in a secondary school.	E	A/I/R
To have taken an active involvement in school self-evaluation and development planning.	E	A/I/R
Knowledge and understanding of strategic financial planning in relation to their contribution to school development and pupil achievement.	E	A/I/R
Successful experience of leading the development of a whole school area e.g. learning, teaching and standards; wellbeing; incl. curriculum change, policy and implementation.	E	A/I/R
To have held responsibility for policy development and implementation.	E	A/I/R
To have experience of and ability to contribute to staff development in a secondary school (e.g. coaching, mentoring, INSET for staff).	E	A/I/R
To have successful experience of collaborating with other schools in formal or informal structures.	D	A/I/R

[E] Experience and knowledge of teaching		
Significant and relevant experience of teaching in the secondary phase.	E	A
Experience of teaching in more than one school.	D	A
Evidence of pupils achieving excellent results in external examinations.	E	A/R
[F] Professional attributes		
Demonstrate an understanding of the needs of the pupils at our school and how these could be met.	E	A/I
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E	A/I
Excellent written and oral communication skills (assessed at all stages of the process).	E	A/I/R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E	A/I/R
Show a commitment to sustained attendance at work.	E	I/R
[G] Personal qualities		
Continue to promote our strong educational philosophy and values.	E	A/I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	A/I/R
Be a positive role model at all times, a highly effective and respected representative of our school.	E	A/I/R
Be approachable, person centred.	E	A/I/R
Build and maintain quality relationships through interpersonal skills and effective communication.	E	A/I/R
Demonstrate the Nolan principles including their own personal and professional integrity, whilst modelling Christian values and vision.	E	A/I/R
Inspire trust and confidence across the school and community.	E	A/I/R
Think analytically and creatively and demonstrate initiative in solving problems.	E	A/I/R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	E	A/I/R
[H] Professional skills (informed from themes in Headteacher's Standards 2020)		
H1: Pupils & Staff		
Demand ambitious standards for all pupils overcoming disadvantage and advancing equality and equity, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	E	A/I/R
Maintain excellent teaching by maintaining an educational culture of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	E	A/I/R
Maintain an ethos within which all staff flourish, are motivated and supported to develop their skills and professional knowledge and support each other.	E	A/I/R
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning and holding all staff to account for their professional conduct and practice.	E	A/I/R
H2: Qualities and Knowledge		
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and work with political and financial astuteness to pursue continuous improvement in the context of our school.	E	A/I
Communicate compelling the school's vision, values and moral purpose and	E	A/I/R

drive the strategic leadership, empowering all pupils and staff to excel.		
H3: Systems and Processes		
Through distributed leadership, ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	E	A/I
Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	E	A/I/R
Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, including within the context of being an academy.	E	A/I/R
H4: The Self-Improving School Systems		
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	E	A/I
Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.	E	A/I/R
Model entrepreneurial and innovative approaches to school improvement, leadership and governance.	E	A/I/R
An demonstrable understanding of the readiness for external inspection and regulation, including OFSTED, SIAMS etc.		
[I] Confidential References.		
Positive and supportive faith reference from the priest/minister where the applicant regularly worships. <i>(Candidates who do not use their Parish priest/ minister must give an explanation in the letter of application)</i>	E	
Positive recommendation from all referees, including current employer.	E	
Candidates may also wish to refer to the ten domains of Headteacher Standards which may be found here: Headteachers' standards 2020 - GOV.UK (www.gov.uk)		

KEY

E = Essential

D = Desirable

A = Application

I = Interview

R = References



Job Description - Headteacher

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education and in the terms of the National Society contract.

In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Diocesan Authority, the Governing Board (members and Trustees), the staff of the school, its pupils and the parents of its pupils.

As a Single Academy Trust (SAT), the post holder will fulfil the duties and responsibilities as Accounting Officer in accordance with the relevant DfE, charity and company regulations and legislation, including but not restricted to the any relevant Funding Agreement, Articles of Association or Memorandum of Understanding between the Blackburn Diocese, National Society and the Department for Education.

A. The Core Purpose of the Headteacher in a Church school

The headteacher is the prime mover in creating, inspiring and embodying the Christian character and culture of this Church school, securing its vision statement with all members of the school community and ensuring an environment for learning and teaching that empowers both staff and pupils to flourish, and 'live life in all its fullness' (John 10:10).

The core purpose of the headteacher is to provide professional leadership and management for the school within the context of the Trust Deed and the Church of England's vision for education. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, the headteacher must have the highest expectations and aspirations, ensuring an ambitious curriculum experience and high-quality learning and teaching which enables all pupils to excel.

The headteacher must establish a culture that promotes excellence, equality and high expectations of all within a strong Christian ethos to enable pupils to 'live life in all its fullness' (John 10:10). In leading this church school, the headteacher will ensure that it is educating for wisdom, knowledge and skills; for hope and aspiration; for community and living well together; and for dignity and respect (Church of England's vision for education).

The headteacher is the leading education professional in the school. Accountable to the governing board, the headteacher provides leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims in accordance with its mission statement, and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, local churches, local and wider diocesan schools, other services and agencies for children, the

Local Authority, diocesan officers, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Main Duties

Qualities and Knowledge

Within the school's Christian character the Headteacher will:

- Hold and articulate a clear Christian vision, founded on Christian values and moral purpose, focused on providing a world-class education for the pupils they serve ensuring they grow in wisdom.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors, the Diocese, the Parish and members of the local community.
- Lead by example - with integrity, creativity, resilience, clarity and spirituality - drawing on their own scholarship, expertise, skills, and wisdom and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development that reflects the needs of a Church of England school.
- Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, Diocesan and national policy into the school's context.
- Secure knowledge and understanding of church school distinctiveness, keeping up with national and diocesan developments and, in particular, ensure high quality RE and collective worship.
- Communicate compellingly the church school's vision and drive the strategic leadership, empowering all pupils and staff to excel in their pursuit of wisdom.
- Lead creative Christian collective worship that engages with the school's Christian vision and values enabling the community to flourish and grow spiritually.

Pupils and Staff

Within the schools' Christian character the Headteacher will:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create a Church School character within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice within the Christian character of the school.
- Establish, promote and respect an inclusive culture that promotes equality and an understanding of diverse cultures, faith groups' languages and ethnic groups.
- Act as a spiritual as well as professional leader to staff and pupils.
- Celebrate achievement in the development of the whole child and not only those matters that are measured externally.

Systems and Process

Within the school's Christian character the Headteacher will:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within a Christian context.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society as they develop self-worth and an understanding of the worth of others.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set this Church School's strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability and its Christian character.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, are given the opportunity to innovate and who hold each other to account for their decision-making.

The Self-Improving School System

Within the school's Christian character the Headteacher will:

- Create an outward-facing church school which works with other schools and organisations, including the Diocesan Education Team, Diocesan schools and the Church of England - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services, parents/carers and the church community to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies and respond critically and constructively to education initiatives in the best interests of achieving excellence, harnessing the findings of well-evidenced research to self-regulate and improve the school.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development appropriate to the church school context for all staff at the school.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education in human flourishing.

Accountability

The Headteacher will:

- Provide information advice and support to the governing board to enable it to meet its responsibility for securing the church school foundation, effective teaching and learning, improved standards of achievement and value for money.
- Lead on compliance and regularity changes in statutes and regulations.
- Present an account of the school's performance in a form appropriate to a range of audiences – governors, parents, Diocese, local community, OFSTED, the Local Authority.
- Ensure that parents and pupils are well informed about the wider curriculum and targets for Improvement.

Community

The Headteacher will, with the support of the governing body:

- Promote a close relationship with local churches and facilitate appropriate use of school premises.
- Work closely with local groups and stakeholders to maximise the contribution made by the school within the community.

Additional Requirements

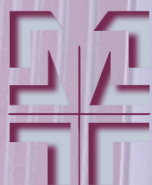
This job description outlines the main duties of the post, incorporating the National Standards of Excellence for Headteachers, but does not exclude other duties which may be undertaken to ensure the efficient operation of the school. Other duties required will be consistent with those listed above and appropriate to the title and grade of the post.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.





Therefore, choose

St Michael's C.E. High School
A Church of England Academy
Chorley
Lancashire
PR7 1RS
www.saint-michaels.com