



**Our Lady
and All Saints**
Catholic Multi Academy Company

Application Pack

**Headteacher
St Peter's Catholic School**



**St Peter's
Catholic School**

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Message from the Chair of the Board of Directors

Dear Applicant,

Thank you for your interest in the post at St Peter's Catholic School, part of Our Lady and All Saints Catholic Multi Academy Company ("the MAC").

Our leaders share our vision of the MAC as an outstanding provider of education, but education that is not only excellent academically, but also offers every child the opportunity to develop as an individual in mind, body and spirit.

The MAC works in partnership with the Birmingham Diocesan Education Service.

As part of the teaching team, you will be bringing your educational expertise and experience to this role with an approach rooted in excellence, best able to meet the needs of every child within the MAC.

The candidate appointed will play a pivotal part in the development of the MAC both as an outstanding educational provider and delivering its Catholic mission to ensure that we provide the opportunity for every child and member of staff to experience being 'Strong in faith' together as a family of schools, parishes and communities.

We look forward to receiving your application.

Yours sincerely



Paul Gray
Chair of the Board of Directors
Our Lady and All Saints Catholic Multi Academy Company



Introduction

Our Lady and All Saints Catholic Multi Academy Company (“the MAC”) was formed in April 2021 and comprises of 12 Catholic Primary Schools and 1 Catholic Secondary School across the Birmingham, Solihull, and Warwickshire areas.

With most of our schools already being ‘Good or Outstanding’, we have even higher expectations within our family of schools that each provide a fully inclusive and comprehensive Catholic Education offering in a diverse society. We are dedicated to developing all our children into successful, ambitious, and compassionate future leaders by securing the absolute best outcomes for all both in terms of their qualifications, as well as providing wider opportunities for them to develop as rounded and confident young people. At the core of our offer is a truly Catholic education.

A sense of community is at the forefront of all that we do to ensure our children, our families and our parishes and communities can flourish. We are proud to serve our communities that include the full range of social demographics, each having their own challenges and unique opportunities. Christ is at the centre of all that we do.

Each school benefits educationally from the expertise within the MAC as a whole and practically from the services procured and provided centrally. For us it is a fantastic opportunity, and a privilege, to work with a team of over 700 staff to shape the future of Catholic education for over 4,500 children and young people across the Birmingham, Solihull, and Warwickshire areas.

We particularly encourage applications from strong leaders who are able to think strategically across our MAC and beyond in order to support the development of collaborative partnerships, that further and enhance the best Catholic education within a multi-cultural society.

Being an ‘employer of choice’ is important to us too. We need to retain and attract staff that are only of the highest quality. We are passionate to create a staff team reflective of our diversity and we actively welcome applications from all backgrounds.

We invite you to visit St Peter’s and learn about this exciting and challenging opportunity to work with our community.



Peter Davis
Catholic Senior Executive Leader
Our Lady and All Saints Catholic
Multi Academy Company



Chair of Governors
St Peter’s Catholic School

School Context

St Peter's is a fully comprehensive, outstanding, 11 – 18 Catholic School where learners of all abilities enjoy and achieve. We have 1288 on roll including 252 in the Sixth Form.

School and Community

Serving the Catholic community in south and central Solihull, we have very close links with our local parishes, all of whose clergy are frequent visitors to the School.

The majority of our pupils come from our five partner primary schools: Our Lady of the Wayside (Shirley), Our Lady of Compassion (Olton), St Augustine's (Solihull), St George and St Teresa (Dorridge) and St Andrew's (Sheldon); the remainder come from some twenty other primary schools. Very positive partnerships exist between St Peter's and its five partner primary schools; our curriculum projects and transition activities are highly regarded.

At St Peter's we believe that 'Faith is our Foundation' and we live out our mission through the virtues and values of the Catholic Pupil Profile. We are very much a Catholic, family school. This is fostered by the tradition of Governors, staff and colleagues from our partner primary schools sending their own children to St Peter's. Parish and school communities are, therefore, cohesive; this nurtures the excellent relationships and family atmosphere that visitors regularly comment upon. The majority of our pupils benefit from stable families with parents who value education and support their children's learning. Very positive attitudes to learning are, therefore, evident in school.

St Peter's pupil numbers are always buoyant; we are oversubscribed at 11 and 16 and waiting lists are held for all years. Almost all are Catholic: 98% Year 7 -11 and 87% at Sixth Form. Approximately one third of staff are Catholic with a number of these former students of the school. The percentage of pupils eligible for the extra funding for the 'Disadvantaged' is 15%, with those in receipt of FSM 10% and the percentage with a Statement of Special Needs or an EHCP is 0.8%, this is well below the national average. The number of pupils at K SEN Support is 12.4% of the school population.

In social and economic terms, the majority of our pupils are relatively advantaged; our school is situated in an area of affluence. However, many of our pupils travel some distance from South Solihull and East Birmingham; well over a third of our pupils reside in Birmingham. This gives us a more socially inclusive intake than similarly situated schools serving their neighbourhood communities. The vast majority of our pupils have English as a first language, with Polish and Cantonese being the highest proportion for our EAL pupils.

Parents in this community have real choice as many live within walking distance of the country's highest attaining schools. Maintaining the confidence of parents, parish communities, Headteachers and staff of partner primary schools, is an ongoing priority for the leaders of St Peter's in our continued work as a beacon of outstanding Catholic Education in the area.

Staffing

St Peter's benefits from an exceptionally well qualified, committed and loyal staff. Mature and harmonious relationships contribute to a happy learning community where morale is high and adults are expected to model the courteous behaviour we nurture in children.

Almost all lessons are taught by good graduates in their first specialism. Currently, governors employ 95 teachers and 40 support staff (full time equivalent). Our Leadership Team is relatively small and very efficient: Headteacher, one Deputy, one Senior Assistant Headteacher and four Assistant Headteacher. In addition we have one Associate Assistant Headteacher, who is also the school ⁵

SENDCo. Our structure facilitates leadership development, at all levels, and staff readily embrace challenge and are willing to 'step up'.

With the retirement of several long serving teachers over the years, the age profile of the teaching staff has decreased. Retaining this rich talent and fostering its development, during a period of financial stringency and greater flexibility in pay, is of paramount importance to the school.

Finance

St Peter's current budget is just approximately £6 million. Our reserves are at the lower end of national and local guidance. In the current financial climate, exploring sources of income generation and budgeting "on the margin" is perhaps the greatest challenge facing St Peter's. Further challenges for the school include our 'tired' buildings which are struggling to meet the needs of our school community.

Curriculum

Our curriculum is underpinned by a clear focus on literacy, numeracy and communication skills. We provide courses which ensure that there are clear progression routes and pathways from KS3 through to KS4 and to KS5. We set all academic subjects by ability in KS3 and KS4. All KS4 students can access an EBacc curriculum if they wish to.

Pupil Outcomes

St Peter's has a long track record of high attainment with no significant dips in any cohort's results at GCSE or A Levels. This, together with their many and varied leadership, cultural and sporting activities, prepares our pupils well for further education and fulfilling careers. We have virtually no recorded 'NEETS'.

We are aspirational for all our pupils, encouraging the study of languages and humanities at Key Stage 4 and rigorous academic subjects at A Level. This policy has served our pupils well as their actual destinations show. Last year, the study of facilitating subjects post 16 enabled over a third of pupils access to Russell Group Universities with others progressing to their university of choice and virtually every student successfully placed on his/her preferred pathway.

Section 48

In November 2019 we had our latest Section 48 inspection. We were delighted that under the framework at the time, to be awarded the judgement of 'GOOD' overall, with outstanding for Collective Worship and Catholic Life. One of our priorities is to sustain our position as an excellent Catholic school, building on our current high standards in the teaching and learning of RE, Collective Worship and the overarching Catholic Life of the school.

OFSTED

At our most recent inspection in November 2014, St Peter's was judged 'OUTSTANDING' across all areas. We agreed with this judgement which mirrored our own self-evaluation at that time. We fully acknowledge that outstanding is not perfect and we strive to both sustain and build upon our current high standards at all levels. We continue to be outward facing in ensuring our high expectations and high standards of achievement, progress and behaviour bring about outstanding outcomes for our pupils.

Job Advert

HEADTEACHER

FROM 1st SEPTEMBER 2022

(ISR Salary Range: L32 to L38 £90,379 to £104,687)

Due to the impending retirement of our current Headteacher, Mrs Marie Murphy, the Governing Body of St Peter's Catholic School wish to appoint a practising Catholic with a strong personal faith with the vision, leadership and energy to build and develop our strength as a high performing Catholic School.

St Peter's Catholic School is a popular, oversubscribed and successful school, rated outstanding in all areas by Ofsted. We pride ourselves on the excellent academic standards that we achieve across all key stages; the pastoral care that we provide and the enrichment opportunities that we offer.

We are looking for a leader who will inspire pupils, staff, parents and governors and motivate the whole community to ensure the best possible outcomes for each individual pupil. In addition to helping pupils achieve well, staff, leaders and governors make a strong contribution to pupils' spiritual, moral, social and cultural development.

The successful candidate will:

- be a committed, practising Catholic with a strong personal faith and solid moral and ethical principles and values.
- have proven leadership skills and experience at senior management level.
- have an analytical and robust approach to school improvement.
- understand the current educational climate with strong financial acumen.

In return, we can offer a:

- commitment to outstanding professional development linked to leadership at all levels.
- highly experienced Senior Leadership Team focused on continual school improvement.
- school with high expectations and high standards of achievement and behaviour.
- positive, warm and supportive working environment where everyone feels valued and where staff wellbeing is prioritised.

For further information about the school, please visit www.st-peters.solihull.sch.uk

This is a great time to join a new MAC that is building our "family" of schools for the future. You will be expected to play your part in our strategic and operational development. It is fast paced but exciting and great time to join this Catholic MAC and further your development as a leader in Catholic education.

The application closing date is 9.00am on Monday 10th January 2022 - Please return your application to recruitment@olaas.co.uk

Shortlisting will take place on Tuesday 11th January 2022, with proposed assessment and interview dates of Thursday 20th and Friday 21st January 2022.

Visits to the school are encouraged, to arrange an appointment for week commencing Monday 13th December 2021 or if you have any questions, please contact Mrs Jennie Pate on patej@st-peters.solihull.sch.uk or 0121 703 8304.

Our Lady and All Saints Catholic Multi Academy Company is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The offer of employment is subject to the satisfactory completion of all necessary pre-employment checks. These checks include an enhanced DBS certificate, satisfactory references including absence, Childcare Disqualification check, Teacher Prohibition check, Qualifications, Health Questionnaire, Identity and the Right to Work in the UK.

St Peter's Catholic School

Headteacher Job Description

(ISR Salary Range: L32 to L38 £90,379 to £104,687)

Responsible to: The Board of Directors

Responsible for: All staff within the school

1. Introduction

- 1.1 This appointment is with the Board of Directors of the Multi Academy under the terms of the Catholic Education Service contract signed with the Board of Directors as employers. The Board of Directors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2 The appointment is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the principal shall consult, where appropriate, the Board of Directors, the diocese, the staff of the school, the parents of its pupils and the parish/es served by the school.
- 1.3 This job description may be amended at any time, following consultation between the headteacher and the Board of Directors and will be reviewed annually.

2. Core Purpose of the Headteacher

- 2.1 The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
 - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
 - religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
 - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
 - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
 - all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

- 2.2 The headteacher is the leading professional in the school. Accountable to the Board of Directors and the local Academy Committee, the headteacher provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The headteacher working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; 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 and objectives and for the day to day management, organisation and administration of the school.
- 2.3 As one of the headteachers in a multi academy, the headteacher will support the board of directors in ensuring that they and their school collaborate with the other schools in the multi academy for their mutual benefit in enhancing the Catholic life of the multi academy and improving standards.
- 2.4 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, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, principals play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.
- 2.5 Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3. General Duties and Responsibilities

- 3.1 To carry out the duties of a headteacher as set out in the current School Teachers' Pay & Conditions Document. Key Areas of Responsibility

4. Creating the Vision

- 4.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.
- 4.2 The headteacher, working with the board of directors the local academy committee and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.

- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the governing body and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5. Leading Teaching and Learning

- 5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.
- 5.2 Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.

- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

6. The Self Improving School System and Working with Others

- 6.1 In a Catholic school the role of headteacher is one of leadership of a learning community rooted in faith. The headteacher's leadership should take Christ as its inspiration. The headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2 The headteacher must manage themselves and their relationships well. Headship is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the headteacher should support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

7. Creating Systems and Processes to Manage the Organisation

- 7.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.
- 7.2 The headteacher needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The Headteacher should also seek to build a successful organisation through effective collaboration with others.

Actions

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

8. Ensuring accountability

- 8.1 In a Catholic school the headteacher fulfils his/her responsibilities in accordance with the mission of the school. The headteacher supports the governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.
- 8.2 With Gospel values at the heart of his/her leadership, the headteacher has a responsibility to the whole school community. In carrying out this responsibility, the headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. He/she is accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The headteacher is legally and contractually accountable to the governing body for the school, its environment and all its work.

Actions

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

9. Building Community

- 9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.
- 9.2 The headteacher needs to commit to engage with the internal and external school community to secure equity and entitlement. The headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The headteacher should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The headteacher shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

Actions

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

10. Safeguarding Children & Safer Recruitment

10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.



St Peter's Catholic School Headteacher Person Specification

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • CCRS or equivalent • NPQH award
3. Experience	<ul style="list-style-type: none"> • Experience as an effective deputy or assistant headteacher or key stage leader • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school • Experience teaching mixed age classes
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations/agencies • Experience of leading/coordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school • Evidence of having successfully translated vision into reality at whole-school level • Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> • Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or Academy
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

Category	Essential	Desirable
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and 'governors' • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to 'governors' • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	

Category	Essential	Desirable
10. References	<ul style="list-style-type: none"> Positive and supportive faith reference from priest where applicant regularly worships Positive recommendation in professional references Satisfactory health and attendance record 	<ul style="list-style-type: none"> Faith reference without reservation Professional reference without reservation



The St Peter's Learner
At St Peter's, we all **ASPIRE** to be the best that we can be.

 **Attentive**
You are focused in lessons and you pay careful attention to your work and your teacher.

 **Self-motivated**
You set yourself high standards and invest time and effort into reaching your goals. You go the extra mile because you want to - not because you are told to.

 **Productive**
You work hard and use your time effectively.

 **Inquisitive**
You ask questions and actively seek out the answers. You enjoy looking at 'the big picture' and 'thinking outside the box.' You ask for help when you need it.

 **Resilient**
You realise that some things will be difficult, there might be setbacks and you will make mistakes. However, you always keep going and you do not give up.

 **Enthusiastic**
You show an interest in learning, in school and at home, and you are actively involved in lessons.

St Peter's Catholic School
Faith is our Foundation



Notes to Applicants

Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms.

Interviews will be offered to those applicants who best demonstrate:

- skills, abilities and experience match the person specification and job description.
- they fulfil the criteria regarding being a practising Catholic by definition of the Archdiocese of Birmingham. Further information can be found on the school website.

Closing date for applications: 9am on Monday 10th January 2022

Interview date: Thursday 21st and Friday 22nd January 2022

We do encourage you to make an appointment to look around the school, to arrange a visit please contact Mrs Jennie Pate on patej@st-peters.solihull.sch.uk or 0121 703 8304

Applying

Please return the provided application form and supplementary forms by email to recruitment@olaas.co.uk.

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements.

For more information about the school, please visit www.st-peters.solihull.sch.uk.

