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ST PHILIP'S  
CATHOLIC PRIMARY SCHOOL  
ARUNDEL • WEST SUSSEX

Headteacher Recruitment Pack

# WELCOME

At St Philip's every child is valued for the individual they are. They are encouraged and supported to make the best of their abilities, to learn and grow academically, emotionally and spiritually. This model underpins our Mission Statement and our Values.

We take enormous pride in witnessing that growth, in working with parents and carers to nurture children's potential and celebrating their excellent efforts, achievements and behaviour. We want the children in our school community to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them. Come and discover more about the life of our school, the achievements of our children and our involvement with the local community of Arundel, West Sussex and beyond.

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A photograph of a school playground. In the foreground, a child in a school uniform is walking on a paved path. In the background, there is a wooden climbing frame with a slide, and a stone wall. The area is surrounded by trees and greenery.

# FROM THE CHAIR OF GOVENORS

Thank you for expressing interest in the role of Headteacher at St Philip's RC Primary School. St Philip's is a thriving Roman Catholic Primary School situated in the heart of Arundel in the Cathedral Deanery in the Diocese of Arundel & Brighton, and is a maintained West Sussex Local Authority school. We have recently obtained an academy order and will be joining the Bosco Catholic Education Trust in the Autumn Term of 2025/26. We are looking forward to this and the new opportunities it will bring for our school and the community it serves.

As Governors, we have high expectations of the school leaders, and we welcome applications from candidates who have equally high expectations of themselves, the staff and the pupils. As embodied in our mission, we aspire for success and excellence, making the best of our God given talents, and we are looking for a leader who shares our values.

In return, we offer the successful candidate an outstanding team of committed and dedicated staff, delightful pupils with a love of learning, and a school which stands on a firm academic foundation. We are a highly experienced and professional governing body, who will provide our new Head with the appropriate balance of support and challenge as we work together to provide the best education possible for our children.

Please find enclosed a letter from our pupils explaining what they would like from their next Head, and some key information about our school so you can learn more about our mission, ethos, and values. If you believe you have the skills and experience to take our school forward, ensuring every pupil feels valued and benefits from a varied and balanced curriculum, we would be delighted to hear from you.

I look forward to receiving your application.

Yours faithfully  
Fiona Gardiner  
Chair of Governors



# THE HEADTEACHER OUR CHILDREN ARE LOOKING FOR

**We need you to lead and help us grow in our Christian faith, both within our community and as a person. Could you be the one to help us do that?**

**We would love it if you could be:**

- Someone who is fair and treats everyone equally
- A creative person who is always thinking of new ideas to help in the community
- Somebody who loves sports tournaments, music, school plays, concerts and can think of lots of new ways for us to show our talents
- A headteacher who motivates us by leading brilliant assemblies and lessons which will inspire us to always work hard and do our very best
- Someone who gives lots of awards for doing our best, both academically and spiritually
- Someone who is the leader of our school family; they care for us, comfort us and look after us just as Jesus asked them to do
- Someone with common sense and who is wise with our school money

**Let us tell you about us:**

- We follow Jesus' example
- We are kind and caring and look after each other and make sure no-one is alone at playtime
- We are hardworking and find learning fascinating and fun
- We are well behaved and respectful of others
- We are grateful for what we have and the opportunities that we have been given
- We love our school and are proud to be pupils of St. Philip's

We hope that you can be the person we would like, if you can, then we are sure that you would be perfect for the children of St. Philip's!

We look forward to meeting you and introducing you to our fantastic school

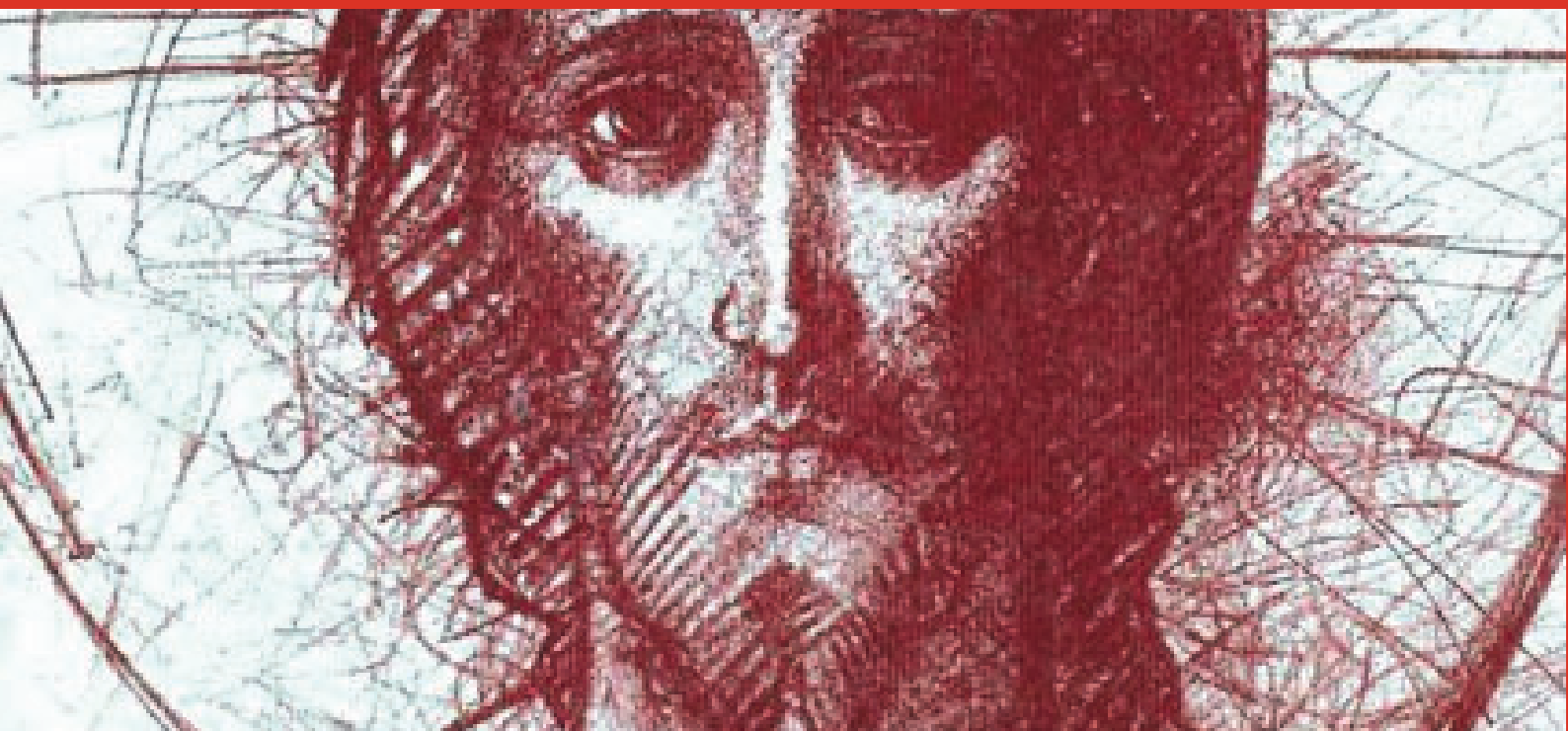
*Thank you, the children of year 6*



# OUR MISSION



The Mission Statement of our school



St. Philip's School is a community inspired by Christ and the Gospel teachings in which we strive to create a safe, secure and happy environment where all are valued and welcomed in a caring and supportive atmosphere.

We learn together and do our best to develop the knowledge, skills and attitudes that enable us to live our lives as God intended and to make our own unique contribution to society.

We nurture our spirituality and sense of wonder as we journey together in faith through prayer, worship and celebration.



# OUR ETHOS

## “CHRIST AT THE CENTRE OF ALL WE DO”

At St. Philip's, we learn about God, ourselves, our church and how to pray. We try to be a good friend, have fun, love each other and be kind to each other. We want to let every child in our school have the same chance as everyone else. When we make mistakes, we are forgiven, and each day is a new beginning. We want everyone in our school to feel safe and happy.

It is the gift of the Christian faith to know that God speaks to us in the person of Jesus Christ. Christ is the one who not only shows us the truth about God but also the truth about ourselves. Christ is indeed at the centre of our educational endeavour. To put Christ at the centre of all we do means we integrate the gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life. In our school, our children's journey towards adulthood will also be a journey of faith.



# OUR VISION

- Our school will be a community where the spiritual, cultural and personal worlds in which we live are harmonised to form the roots from which grow our values, motivation, aspirations and the moral perspective which informs our choices and actions.
- Our learners will be successful through high-quality teaching and learning activities.
- Our learners will benefit from a committed staff team who operate in a high quality and stimulating learning environment.
- The needs of our current and future learners are met through the development of the school's curriculum, enhanced learning opportunities and a commitment to equality of opportunity and valuing diversity.
- Our learners' experience is enhanced and supported through a range of additional opportunities and activities.
- Learner satisfaction, achievement and performance is continually and measurably improved through effective self-evaluation and improvement strategies.



# LIFE AT ST PHILIP'S

**We would like to take this opportunity to give you a taste of 'Life at St Philip's' to help you decide if this is the right opportunity for you.**

We are a one form entry voluntary aided, co-educational primary school founded in 1899 by Henry, 15<sup>th</sup> Duke of Norfolk to serve the Roman Catholic parishes of Arundel and Storrington; pupils from the parishes of Littlehampton and Bognor Regis are also part of the school. The school also welcomes children from other Christian denominations, other faiths and those children whose parents are seeking what St Philip's has to offer.

The school ethos is based on the teachings of Jesus Christ and His Roman Catholic Church. Supportive relationships and high standards are central to our work, and as a consequence, both students and staff are happy, positive and enjoy their time at school.

Academic standards at St Philip's are good, and on many academic benchmarks, we exceed our local authority and national averages.

As Catholic educators, we believe in the holistic formation of a child, so in addition to our ambitious focus on academics, a great deal of emphasis is placed upon extra-curricular life at St Philip's and outside the formal curriculum there are numerous opportunities for students to take part in a wide range of activities; choir, peripatetic music tuition, swimming at our local open-air pool, cricket at the Castle cricket club, karate, football led by Chelsea FC, arts & crafts, Fizz Pop science, cookery, and on-site forest school to name just a few.

The town of Arundel is a close-knit community of which St Philip's and the Cathedral parish are a key part. The school takes part in a number of community activities from tree planting, litter picks, sharing our voice in local democracy, supporting the residents of the Priory residential care home and participating in seasonal town community events.

It is our privilege to support our families in raising their children in the Catholic faith, and share the difference following Jesus makes in the challenges and adventures of life. We warmly welcome children from non-Catholic families; currently, just under 50% of our intake is made up of students of other Christian denominations, other faiths, or none.





The Catholic ethos of the school is of paramount importance and is the 'glue' which pervades throughout and holds our community together. Everyone takes responsibility for living out the Gospel values at St Philip's. Collective worship happens every day, we set time aside to focus on the liturgical seasons, mark special occasions through the celebration of Mass, and host an annual Spirituality Week.

St Philip's has spacious accommodation that enables the children to work in a calm, stimulating environment. The school has an attractive entrance hall and corridor that provide an ideal setting for displays and general information. There are seven classes for seven separate year groups, as well as a library, music room, two quiet rooms, a hall and a general resources room for group teaching, lunchtime clubs and meetings.

The large hall area is used for assemblies, liturgies, drama, music, PE, school productions and lunches. Outdoor facilities include two large hard play areas with two adventure playgrounds, netball court, chequerboard, maze, basketball area, seating areas, unique covered areas (the undercroft) for quiet play, an allotment and forestry.

The school field offers facilities for football, athletics, rounders and sports events. We also have an attractive front garden which includes a fenced, secure outdoor learning environment for our Year 2 class.

## **Our 2024 Catholic Schools Inspectorate report shared:**

- Behaviour across the school is exemplary – pupils learn well because their engagement in lessons is excellent.
- There is a very high level of pastoral care provided by all staff to pupils especially the most vulnerable to ensure the needs of all are met.
- Leaders and governors actively promote a working relationship with the local parish and have established strong links with the local community.
- Pupils are highly articulate and speak confidently and enthusiastically about their learning in Religious Education.
- Leaders and governors strive to ensure that their school is a very welcoming family community.

## **Some highlights from Ofsted's 2021 inspection:**

- Pupils are happy and safe at school. They feel valued and supported. They thrive because teaching is effective and opportunities for wider development are plentiful.
- A culture of high expectations surrounds them.
- Good behaviour is the norm.
- Pupils benefit from engaging with local issues, being involved in community projects and from well-supported transitions to secondary school.







## **St Philip's Catholic primary school, Arundel**

### **HEADTEACHER JOB DESCRIPTION**

**Indicative Salary Range (ISR): Group 2, Grade 10-16**

**Responsible to: The Governing Body**

**Responsible for: All staff within the school**

#### **Introduction**

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the governing body of the school and is subject to the terms of the Catholic Education Service contract signed with the governors as employers; the current conditions of service for Headteacher contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards for Headteacher (2020). These standards are in turn built upon the Teaching Standards (2012) which apply to all teachers, including Headteacher.

The governing body and the diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate. The governing body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

#### **Core Purpose of the Headteacher**

The core purpose of the Headteacher is to provide professional leadership and management of the 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. The Headteacher must establish a culture that promotes excellence, equality, and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline, and general and particular norms of the Catholic Church.

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.

The Headteacher, working with the governing body 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, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.



The Headteacher is the leading professional in the school. Accountable to the governing body, the Headteacher provides vision, 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 and objectives 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, schools, other services and agencies for children, parishes, the diocese, the local authority, higher education institutions and employers. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally. 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.

### **Culture and Ethos**

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of this work. Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

1. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
2. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
5. 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 Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel thus ensuring a culture of high staff professionalism.





## **Curriculum and Teaching**

In a Catholic school, the Headteacher leads a learning community rooted in Catholic belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies 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.

### **In accordance with the school's Catholic ethos, the Headteacher will:**

1. Demand ambitious standards of achievement and attendance 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.
2. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church.
3. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
4. 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, taking full account of the school's Catholic foundation.
5. Establish an educational culture of "open classrooms" as a basis for sharing best practices within and between locality and deanery schools, drawing on and conducting relevant research and robust data analysis.
6. Support an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
7. 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.

## **Organisational effectiveness**

In the 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 Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.



The Headteacher should manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Headteacher should be committed to their own continuing professional development.

The Headteacher should work in partnership with others. In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development. The Headteacher should commit to engaging 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 and carers and across multiple agencies for the wellbeing of all children.

The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

**In accordance with the school's Catholic ethos, the Headteacher will:**

1. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
2. 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 the Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
3. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils, addressing their wellbeing needs and developing their exemplary behaviour in school and in the wider society.
4. 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.
5. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
7. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
8. Create an outward-facing school that works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils.





THE CATHOLIC DIOCESE OF  
ARUNDEL & BRIGHTON



ST PHILIP'S  
CATHOLIC PRIMARY SCHOOL  
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9. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
10. 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.
11. Shape the current and future quality of the teaching profession through high-quality training and sustained professional development of all staff.
12. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
13. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

*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. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher..*



## Headteacher: Person Specification

This specification lists the knowledge, skills and understanding expected for this role. Shortlisting will be carried out on the basis of how well the requirements of the person specification are met. You should indicate clearly how you believe you meet these requirements, with examples of impact, when you complete the application form and the supporting statement. If you are selected for interview, you will be asked to undertake various practical tasks during the days which are related to items in the person specification.

### Key Areas of Headship

Practising Catholic

First degree/teaching certificate and QTS

Recent professional development related to senior leadership

Have had, are undertaking or willing to undertake further study relevant to headship (e.g., Diploma or higher Degree)

Hold the Catholic Certificate in Religious Studies or equivalent, be engaged in a course of study to achieve it or be willing to undertake it

Committed to Safeguarding

First degree/teaching certificate and QTS

Recent professional development related to senior leadership

NPQH (desirable)

### Evidenced by:

- Reference from your Parish Priest
- Relevant certificates
- References from your Headteacher and other educational professionals

Recent experience of being a Designated Safeguarding Lead or refined knowledge of the role and responsibilities. Up to date knowledge of Keeping children Safe in Education and ability to develop a whole school culture around safeguarding





## Catholic Purpose and Identity of the School

Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school

### Evidenced by:

- Background in Catholic education
- Understanding of the Catholic curriculum
- Curriculum development responsibility
- Successful and relevant experience of teaching in a range of contexts
- Can demonstrate effective leadership as a Headteacher in a Primary School or as an experienced Deputy or assistant Head in a primary school
- Successful leadership of a team
- Experience of working with children who present challenging behaviour
- Aware of the requirements of the Religious Education Directory
- Experience in leading Acts of Worship

## Delivering continuous improvement

Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards

Can identify the priorities which will effect changes in order to bring about improvement

### Evidenced by:

- Has set and managed targets for others
- Has experience in managing change within a school
- Has worked with a governing body and other agencies to bring about change

## Modelling Excellence in Teaching

Can both propound and analyse excellent teaching

Has high expectations of self and others and is able to hold colleagues to account when performance does not meet expectations to bring about improvement

### Evidenced by:

- Has led and had successful outcomes from OFSTED inspections
- Has used performance management to enable other members of staff and brought about improvement where it is needed



### Learning Focus

Can demonstrate a passion for learning in pupils and other members of the school community

Can demonstrate the importance of equal access in achieving excellence for all

#### Evidenced by:

- Successful and relevant experience of outstanding teaching
- Experience of evidence informed curriculum development to enable all children of all abilities to be able to access the curriculum

### Partnership & Collaboration

Can demonstrate that they are able to work with other agencies to bring about change

#### Evidenced by:

- Has evidence of effective team working
- Has successful experience of working with children of all abilities and has evidence of working effectively with other agencies to bring about change

### Organisation & Community Understanding

Can demonstrate that they understand the power of relationships within the organisation and the wider community

#### Evidenced by:

- Has successful experience of working effectively with governing bodies and the Local Authority or Academy Trust
- Knows who the key players are in these organisations

### Self-Awareness & Self-Management

Clearly explains their personal strengths and areas for improvement

#### Evidenced by:

- Has experience of performance management procedures
- Engages in accurate self-evaluation and can seek out appropriate personal development courses

### Personal Drive and Accountability

Can explain the need for continuous improvement and is prepared to set and achieve the highest of standards

Understands the need to regularly account for their performance to governors and other stakeholders

#### Evidenced by:

- Has experience of managing and implementing a school improvement plan
- Has presented accurate and detailed reports to governors' meetings
- Knowledge of statutory duties and regulatory frameworks and a determination to ensure that this knowledge is kept up to date



## Resilience and Emotional Maturity

Can explain convincingly how they react when faced with unexpected challenges

Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity

Committed to Equality

Commitment to maintaining confidentiality at all times

### Evidenced by:

- Has experience of managing change and successfully participating in meetings with school leaders and to other stakeholders in order to achieve such change
- Can understand and use education initiatives to further the success of the school
- Ensures that personal beliefs are not expressed in ways that exploit the position

## Conceptual Thinking

Can show a wider understanding of educational issues based on their experience

Can use innovative ways to solve complex issues and explain their solutions simply to others

Committed to the wellbeing of all

### Evidenced by:

- Has attended leadership and other school-related courses
- Keeps up to date with the latest educational thinking
- Understands the importance of wellbeing strategies

## Future Focus

Can look ahead and recognise the opportunities for change

Can put forward the arguments in favour of change with confidence and negotiate with others to bring change about

### Evidenced by:

- Has worked with others to develop strategies to use the opportunities created by change

## Impact & Influence

Can demonstrate that they understand other points of views and have the ability to communicate a vision and inspire others

### Evidenced by:

- Has detailed a clarity of vision and communicated this well in their application





### Efficient and Effective

Understands how the School's human, financial and environmental resources can be used to achieve the School's goals and secure value for money

Can explain clearly how modern developments in computing and presentation can help the School to achieve its goals

Understands the need to take responsibility for the performance of the School

#### Evidenced by:

- Has experience of school management and financial software

### Analytical Thinking

Understands how data collection can, through systematic analysis, influence outcomes

Can explain how complex issues can be analysed and linked with other sources of information to achieve desired outcomes

#### Evidenced by:

- Has had experience of ASP online and other data-led resources for improving pupil performance

### Relationship Management

Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school's goals

#### Evidenced by:

- Has experience of successfully managing a team and can demonstrate how change was effected
- Knowledge of how to work effectively in partnership with parents, carers and professionals to achieve the School's goals

### Holding Others to Account

Can explain the importance of clearly communicated expectations

Understands the importance of making interventions even when they must make unpopular decisions in order to achieve the agreed goals

#### Evidenced by:

- Experience of performance management and knowledge of current Government legislation in this area

### Developing Others

Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all

#### Evidenced by:

- Has experience of CPD management and can demonstrate their own professional development



# HOW TO APPLY

St Philip's is an equal opportunities employer and is committed to the safeguarding and protection of children and individuals. This post is subject to an Enhanced DBS Check.

**We welcome applications from aspiring leaders at all levels. Through the Bosco Catholic Education Trust we provide support for those developing their leadership skills.**

*We would encourage a visit and tour of the school before you apply, so please get in touch to meet us!*

Telephone Mrs Carole DeSilva on 01903 882115 to organise a time.

Apply online at:

<https://www.boscocet.org.uk/vacancies/>

Any enquiries regarding the application or recruitment process should be directed to Mrs Alice Mackay, Office Manager - Bosco Catholic Education Trust at [amackay@boscocet.org.uk](mailto:amackay@boscocet.org.uk) / 01444 221 776.

Closing date for applications:  
Friday 9<sup>th</sup> May 2025, 12.00 noon

Shortlisting will take place on:  
Monday 12<sup>th</sup> May 2025

Interviews:  
Monday 19<sup>th</sup> & Tuesday 20<sup>th</sup> May 2025

To take up the post:  
September 2025 or January 2026



# ST PHILIP'S CATHOLIC PRIMARY SCHOOL

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## GET IN TOUCH

St Philip's Catholic Primary School  
London Road  
Arundel  
West Sussex  
BN18 9BA

Headteacher: Mrs L Horne  
Chair of Governors: Mrs Fiona Gardiner

General enquiries:

Telephone: 01903 882 115  
Email: [office@st-philips.w-sussex.sch.uk](mailto:office@st-philips.w-sussex.sch.uk)  
Website: [www.stphilipsarundel.org.uk](http://www.stphilipsarundel.org.uk)

Headteacher recruitment enquiries:

Email: [fgardiner@spcpsarundel.co.uk](mailto:fgardiner@spcpsarundel.co.uk)

School tour bookings via Mrs Carole DeSilva, telephone: 01903 882 115



Visit Arundel  
[www.visitarundel.co.uk](http://www.visitarundel.co.uk)

