



The Bishop Konstant  
Catholic Academy Trust  
Learning Communities, Inspired by Faith



# St Thomas à Becket

Catholic Secondary School, a Voluntary Academy



**HEADTEACHER RECRUITMENT PACK**  
**FEBRUARY 2026**





## WELCOME TO ST THOMAS À BECKET CATHOLIC SECONDARY SCHOOL

**St Thomas à Becket is a mixed 11-16 comprehensive school located in Sandal, Wakefield proudly serving a diverse community. The school has a rich history dating back to 1966 and we have been a proud member of the Bishop Konstant Catholic multi academy trust since its foundation in 2017.**

Our school has been and remains a popular school in the area: we have a PAN of 150 and receive significantly more applications for admission than we have places to offer. Our pupil body is comprised of fantastically diverse young people, of many different faiths and none, and from a wide catchment. We predominantly serve the communities of Sandal, Agbrigg, Wakefield and South Leeds.

We are proud of the successes our pupils enjoy from their academic studies and the performance of the school in headline measures is strong, our P8 for 2023/24 was +0.26 and strong academic performance has remained in the school since. The school delivers a broad curriculum; our aspiration for pupils is high and the academic focus of our curriculum offer is seen in the ambitious EBacc entry of almost 60%, significantly above local and national levels.

Despite some of the challenges facing the school community following the finding of RAAC in school, we are now very settled in our temporary accommodation. This is serving us well ahead of the move to a new, purpose-built school which is due to be completed in September 2029. All staff worked hard to ensure the high standards of behaviour and learning were maintained during and following this period, and we are proud of the resilience our pupils have demonstrated.

We recently received an 'outstanding' grade in our CSI inspection (S48) and our 'Good' Ofsted grade shows our school to be one in which hard work is recognised and celebrated, and pupils can engage with a genuine faith experience.

St Thomas à Becket school is a well-run, successful and popular school; for any current or aspiring Headteacher it represents a wonderful opportunity to join a fantastic community of faith. The parents, governors, staff and pupils are all committed to the school and will support the headteacher in their passion to develop the school even further.





## HEADTEACHER

### ST THOMAS À BECKET CATHOLIC SECONDARY SCHOOL, WAKEFIELD

LEADERSHIP RANGE L27–L33

FULL TIME, PERMANENT

START DATE: SEPTEMBER 2026 OR EARLIER

St Thomas à Becket Catholic Secondary School is a vibrant, inclusive and proudly Catholic community where young people are supported to become fully awake, fully human and fully alive — flourishing spiritually, academically and personally. We are delighted to be judged 'Outstanding' by the Catholic Schools Inspectorate (November 2025), a reflection of our strong mission, dedicated staff and nurturing ethos.

Our current Headteacher is moving on to a well-deserved promotion within another Trust, creating an exciting opportunity for a new leader to guide the next stage of the school's development.

#### Why This Role?

- Lead an Outstanding Catholic school with a distinctive mission and joyful culture.
- Influence the creation of a purpose-built, future-focused school as part of the national rebuilding programme.
- Work with talented staff in an environment where pastoral care, high expectations and individuality sit side by side.
- Join a community with a strong identity, rich history and an exciting future.

#### A Unique Moment in the School's History

St Thomas à Becket is entering a period of transformation. The school has been selected for the DfE School Rebuilding Programme, with a brand-new school building due in the next 3–4 years. This is a rare opportunity for the new Headteacher to:

- Influence the design, layout and educational vision of a new school estate
- Ensure our environment reflects our Catholic mission, values and inclusive ethos
- Shape a state-of-the-art learning environment for future generations

#### About Our School

- A caring, diverse and family-focused environment where every child is known as an individual.
- A strong Catholic ethos rooted in kindness, dignity, respect and high expectations.
- Around 750 pupils, with a warm community reputation and a long history of serving Wakefield since 1967.
- A highly committed staff who view their roles as a vocation.
- Membership of The Bishop Konstant Catholic Academy Trust, offering strong collaborative support.







## The Leader We Are Seeking

We are looking for an inspirational, practising Catholic leader who:

- Lives out their faith with authenticity and can nurture the spiritual life of pupils and staff.
- Has the strategic vision, professional acumen and warmth needed to lead a thriving school through change.
- Champions excellence in teaching and learning and places pupils at the heart of every decision.
- Builds strong relationships with families, parish, Trust partners and the wider community.
- Values, develops and inspires staff across all roles.

## How to Apply

Visits to school are encouraged and warmly welcomed. Please contact St Thomas à Becket Catholic Secondary School on 01924 303 545 to arrange an appointment.

For an informal and confidential conversation about the role, please contact Rob Barraclough, Acting CEO, The Bishop Konstant Catholic Academy Trust on 01924 802285, [rbarraclough@bkcat.uk](mailto:rbarraclough@bkcat.uk)

Visit <https://www.bkcat.co.uk/vacancies/> for more details and to apply.

**Closing date: 7am, 23 February 2026**

**Interviews: w/c 2 March 2026**

***The Bishop Konstant Catholic Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The post is subject to an enhanced DBS with barred list check and other appropriate checks including references. In line with Keeping Children Safe in Education Guidance (2024), online searches will be carried out on shortlisted candidates. This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Prior to interview, all shortlisted candidates will be required to complete a form for self-disclosure of their unprotected criminal record or information that would make them unsuitable to work with children.***





## JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title</b>	Headteacher
<b>Salary</b>	L27-L33
<b>Reporting to</b>	Chief Executive Officer
<b>Base</b>	St Thomas à Becket Catholic Secondary School, Barnsley Road, Wakefield WF2 6EQ

*Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship in addition to the requirements of the teachers' standards, but reflecting the ethos of the Catholic school and the vocational role of a Catholic headteacher in upholding the mission of the Church*

## JOB DESCRIPTION

### SECTION 1 – ETHICS AND PROFESSIONAL CONDUCT

Catholic headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes<sup>1</sup> and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Catholic headteachers are custodians of diocesan schools and as such embody the abundant hope the Church has placed in education. Catholic headteachers are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic headteachers are expected to:

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God<sup>2</sup> and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.

<sup>1</sup> The Gospel of Matthew 5:3-12

<sup>2</sup> The Book of Genesis 1:26-27





- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue<sup>3</sup> and the Church's Social Teaching<sup>4</sup>.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

As leaders of their Catholic school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research to further the Church's mission in education
- make a positive contribution to the wider education system within and without the Catholic sector

## SECTION 2: HEADTEACHERS' STANDARDS

### 1. School culture

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and diocese
- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish
- uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education<sup>5</sup> and which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual's dignity as made in the image and likeness of God
- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

<sup>3</sup> *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican.

<sup>4</sup> *Compendium of the Social Doctrine of the Church*, 2004, Vatican.

<sup>5</sup> The distinctive characteristics of Catholic education are 1. The search for excellence, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all and 5. Moral principles





## 2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.<sup>6</sup>
- ensure effective use is made of formative assessment

## 3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education which sets out the knowledge, skills, values and virtues that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and diocesan networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## 4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen

## 5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching<sup>7</sup>

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<sup>6</sup> The Gospel of John 10:10

<sup>7</sup> The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibilities, the Preferential Option for the Poor and Solidarity.





- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## 6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## 7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds reflecting the school's Catholic mission
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

## 8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time







## 9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the Parish, Trust, diocese and the local community
- commit their school to work successfully with other Catholic schools within our Trust and other schools and organisations in a climate of mutual challenge and support
- establish and maintain collaborative working relationships with Headteacher colleagues and with other fellow professionals and colleagues within the Trust and across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility
- establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ centred vision of human formation
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## PERSON SPECIFICATION

Please note source of evidence of fulfilled criteria: Application Form – A; Supporting Statement – S; References – R; Interview – I

1. QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practicing Catholic	E	A, S, R
Qualified Teaching Status	E	A
Degree (or equivalent)	E	A
NPQH or similar	D	A
CCRS (Catholic Certificate in Religious Studies)	D	A
Recent Senior Leadership experience in a Catholic secondary school	E	S, I
Lead by example and be a positive role model with excellent communication skills	E	S, I
Ability to articulate a clear vision and purpose within the mission of a Catholic school	E	S, I
Personal impact and presence	E	S, I
Participation in a Parish Community	E	S, I, R
Ability to lead the spiritual development of staff and pupils	E	S, I





Understanding of current educational provision and the wider school systems	E	S, I
Political and financial awareness	E	S, I
<b>2. PUPILS AND STAFF</b>	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupils	E	S, I
Excellent understanding of high quality teaching and learning	E	S, I
Promote the development of the whole child	E	S, I
Use data analysis to effectively drive whole school improvement	E	S, I
Encourage all staff to develop their unique potential	E	S, I
Identify emerging talent, develop excellence and clear succession planning	E	S, I
<b>3. SYSTEMS AND PROCESS</b>	Essential or Desirable	Evidence
Efficient strategic leadership and prudent financial planning	E	S, I
Ensure the safety of all staff and pupils at all times	E	S, I
Promote excellent behaviour and positive attitudes to school life including attendance	E	S, I
Systems for performance management to hold staff to account	E	S, I
Ability to challenge under-performance	E	S, I
Understanding of strong governance to hold the school to account	E	S, I
Ensure budgets and resources are deployed in the best interests of pupils	E	S, I
Promote distributed leadership throughout the organisation	D	S, I
<b>4. SELF IMPROVING SCHOOL</b>	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	D	S, I
Effective partnerships with a range of professionals	E	S, I
Use well evidenced research to achieve excellence	D	S, I
Provide high quality opportunities for staff development	E	S, I
Confident, entrepreneurial, and innovative approach to school improvement	E	S, I
Source of inspiration and encouragement for all in the school community.	E	S, I
Collaborate and communicate with a wide range of audiences including parents, pupils, Headteacher colleagues, governors, Diocese, Local Authority and other schools, academies and colleges as required.	E	S, I
<b>5. APPLICATION FORM AND LETTER</b>	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	S





6. CONFIDENTIAL REFERENCES AND REPORTS	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

In the Diocese of Leeds, it is a requirement that those appointed to the roles of CEO, Deputy CEO, Director of Catholic Life, Executive Headteacher, Headteacher, Principal, Head of School, Deputy Headteacher, Religious Education Coordinator, Head of Religious Education and School Lay Chaplains are practising Catholics at the time of application.

Appointment to these posts are made following the Diocese of Leeds Guidance *Catholic Schools and the Definition of a Practising Catholic* (September 2024), a copy of which can be found on the BKCAT website [definition-of-a-practising-catholic-dol-sept-2024.docx](#).

**If, after having read this document, you feel that you would benefit from a confidential discussion with Mgr. Paul Grogan, Episcopal Vicar for Education, Diocese of Leeds, please email: [paul.grogan@dioceseofleeds.org.uk](mailto:paul.grogan@dioceseofleeds.org.uk)**

Reviewed January 2026





## EMPLOYEE BENEFITS

At BKCAT you will work within a community that values you beyond the classroom or workstation. As stated in our mission statement, we pride ourselves on nurturing the spiritual, intellectual and emotional growth of each member of our community, which includes our staff.

We aim to provide a supportive working environment according to individual needs and professional goals to enable staff to feel motivated and thrive in their roles. We are a highly collaborative Trust; we believe that networking, shared best practice, process and procedures improve the output of our efforts, reduce workloads and support wellbeing.

As part of this we offer a number of benefits to our staff.

### ACCESS TO TEACHERS' PENSION SCHEME

The Teachers Pension Scheme is one of the best occupational pension schemes in the UK. As an employer, we contribute almost 30% into the scheme (on top of your salary) if you are a member.

- 1) You receive a guaranteed pension for life that goes up every year in line with the cost of living
- 2) You could receive a pension at any age if you became too ill to work
- 3) You benefit from the option of being able to retire from age 55 (increasing to 57 in 2028) as well as the ability to convert some of your pension into a tax-free lump sum
- 4) You can nominate a person to receive a lump sum death grant of three times your salary if you die while paying into the scheme.
- 5) You receive tax relief on your pension contributions – for example, a basic rate taxpayer paying £100 pension contributions would pay £20 more tax every month by opting out

You can also buy extra pension in the scheme through the Additional Voluntary Contributions scheme, managed by Prudential, which would increase the money you receive in retirement or allow you to take some of your pension pot early.

To find out more, please visit [www.teacherspensions.co.uk/members/](http://www.teacherspensions.co.uk/members/)

### FINANCIAL WELLBEING ADVICE FOR EMPLOYEES

Our partnership with My Money Matters also gives our staff access to a range of financial wellbeing resources including advice on investments, managing your money, finding a mortgage, savings or protection/insurance for you and your family. The service also offers employees access to a free basic will, to ensure that you are able to leave your estate in accordance with your wishes.

Visit <https://www.my-money-matters.co.uk/> for more information.







## BUY A NEW BIKE THROUGH SALARY SACRIFICE

BKCAT employees can save up to 47% on a new bike, e-bike and cycling accessories. This salary sacrifice benefit means employees can spread the cost of their bike and accessories interest free for over 12 months, with a maximum limit of £3,000.

We partner with an organisation called BHN Extras to deliver this scheme. Visit their website [www.BHNExtras.co.uk](http://www.BHNExtras.co.uk) for more details.

## MICROSOFT WORKPLACE DISCOUNT PROGRAMME

As an employee of BKCAT, you're eligible for the Microsoft Workplace Discount Programme (formerly known as the Home Use Programme). This programme allows you to shop for selected Microsoft products at discounted prices. For more information visit <https://www.microsoft.com/en-gb/workplace-discount-program>

## DISCOUNTS AND CASHBACK AT A RANGE OF RETAILERS

Start saving money immediately with your favourite retailers and restaurants through our partnership with BHN Extras by signing up to bYond Cashback Card and Extras Discounts. Visit their website [www.BHNExtras.co.uk](http://www.BHNExtras.co.uk) for more details.

School staff are also eligible to apply for a Blue Light Card. For a small fee of around £5, staff can access discounts on over 15,000 partner brands online and on the high street. For more information visit [www.bluelightcard.co.uk](http://www.bluelightcard.co.uk)

## A NOTE ABOUT SALARY SACRIFICE SCHEMES

*Please note that salary sacrifice schemes are only available to employees where the amount of salary sacrificed does not reduce the employee's salary below minimum wage.*

*Salary sacrifice arrangements involve a reduction in gross pay, so this may affect financial assessments, such as mortgage applications or other lending decisions.*

