

CTKCC

Christ the King
Catholic Collegiate

Candidate Brochure

Together as
one community
with Christ at
the centre



A message from the Executive Leader



Thank you for expressing an interest in joining us as an employee of Christ the King Catholic Collegiate, a family of six Catholic schools working together as one multi academy.

Formed in April 2014, CtKCC is founded on the Gospel values of love, faith and service to others. These values underpin our strategic plans and are demonstrated in our daily operations, as we work to improve the educational outcomes for our children and young people.

We are a shared community working together in a culture of trust, respect and love. Our family of Catholic schools is committed to working together to provide the highest quality of Catholic education in the communities we serve. Our mission statement, 'Together as one community with Christ at the Centre' is a commitment which is evident in all we do and secures an ethos of trust, respect and love, whereby everyone can fulfil their potential as a child of God.

Our school staff embody this ethos and are ably supported by Governors and Directors. We believe that all our children and young people have the right to a safe, exciting and enjoyable education in a positive, disciplined and caring environment. We are committed to providing distinctive, strong, sustainable Catholic education based on Jesus's words "I have come that they may have life in all its fullness" John 10:10. Every child is challenged to be the best person they can be, to reach their full academic potential and to realise their dreams. We offer wider educational opportunities for children, young people and staff to achieve and excel throughout their educational life. Learning is at the heart of all we do and we provide opportunities for all to develop, grow and improve.

We offer professional development opportunities for all staff, investing in training and support for individuals and teams to continually improve. We nurture a rich and inclusive Catholic life within our schools, in our families and local parishes.

I look forward to welcoming you as a new colleague and all you may contribute to our schools, as we support our children and young people on their journey in the name of Christ, the servant King.

Best wishes,

Theresa Madden

Mrs Theresa Madden
Senior Executive Leader

The Ethical Framework for Education Leadership

CtKCC follows The Ethical Framework for Educational Leadership which is based upon the seven principles of public life.



Selflessness

School staff should act solely in the interest of children and young people.



Integrity

School staff must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.



Objectivity

School staff must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.



Accountability

School staff are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.



Openness

School staff should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.



Leadership

School staff should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.



Honesty

School staff should be truthful.

Our staff Values

Our Academy schools serve children and young people and help them grow into fulfilled and valued citizens. As role models for children, how we behave as a Christ the King staff member is as important as what we do and there is an expectation that all our employees hold the following virtues:



Trust

Staff are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.



Wisdom

Staff use experience, knowledge and insight. We use experience, knowledge, insight, understanding and good sense to make sound judgements. We demonstrate restraint and self-awareness, act calmly and rationally, exercise moderation and propriety as we serve our schools wisely.



Kindness

Staff demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.



Justice

Staff are fair and work for the good of all children. We work fairly for the good of children from all backgrounds. We seek to enable all young people to lead useful, happy and fulfilling lives.



Service

Staff are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Our actions protect high-quality education.



Courage

Leaders work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.



Optimism

We are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better.

CtKCC Multi Academy

Our schools



Our Lady and St. Werburgh's Catholic Primary School
Seabridge Lane, Newcastle-under-Lyme, Staffordshire, ST5 4AG
Headteacher: Mr Ben Grove
Website: www.ourlady-st-werburghs.staffs.sch.uk

Type: Primary with nursery



St. John Fisher Catholic College
Ashfields New Road, Newcastle-under-Lyme, Staffordshire, ST5 2SJ
Head of School: Mr Garrett Murray
Website: saintjohnfishercc.co.uk

Type: Secondary with Sixth Form



St. Mary's Catholic Primary School
Stanier Street, Newcastle-under-Lyme, Staffordshire, ST5 2SU
Headteacher: Mrs Denise Mellor
Website: stmarycatholicprimary.co.uk

Type: Primary with nursery



St. Teresa's Catholic Primary School
Stone Road, Trent Vale, Stoke-on-Trent, Staffordshire, ST4 6SP
Headteacher: Mr Nathan Price
Website: st-teresas.stoke.sch.uk

Type: Primary with nursery



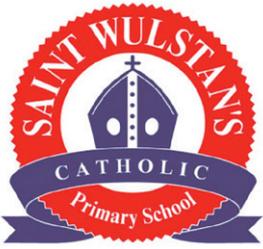
St. Thomas Aquinas Catholic Primary School
North Street, Stoke-on-Trent, Staffordshire, ST4 7DG
Headteacher: Mrs Shenade Moorhouse
Website: st-thomasaquinas.stoke.sch.uk

Type: Primary with nursery



St. Wulstan's Catholic Primary School
Church Lane, Newcastle-under-Lyme, Staffordshire, ST5 0EF
Headteacher: Mrs Joanne Kirkham
Website: st-wulstans.staffs.sch.uk

Type: Primary with nursery



A letter from the Chair of St. Wulstan's local governing body



Dear Candidate,

Thank you for your interest in the recently advertised position at St. Wulstan's Catholic Primary School, a member of Christ the King Catholic Collegiate Multi-Academy Company.

Please visit our website <https://www.st-wulstans.staffs.sch.uk/> for an overview of our school's mission and ethos, curriculum and attainment and of course our wonderful pupils and their achievements. We are particularly proud of our pupils' exemplary behaviour and achievements in extra-curricular activities such as sport and music. St. Wulstan's has a positive and caring environment in which every child is valued and respected. As a Catholic School, we endeavour to provide our children with an education underpinned by Gospel teaching. In our most recent Section 48 inspection, in September 2018, the inspector confirmed that we are a Good Catholic school with Outstanding collective worship.

St. Wulstan's underwent a Section 8 Ofsted inspection in February 2020, which confirmed that the school retains its status as a Good school. The report highlighted good quality teaching, clear progression in subjects and the use of skilful questioning by all adults to deepen pupils' knowledge and understanding. It recognises the hard work and commitment from staff in developing strong Reading, Phonics, Maths and Creative Curriculum. The inspector also recognised the strength of our community and the feeling of togetherness in our school, which we believe is the secret of our success.

We hope that after reading more about our school you will arrange an appointment to visit us and appreciate all that the community of St Wulstan's has to offer. Candidates are encouraged to visit the school. If you wish to arrange a tour of St. Wulstan's Catholic Primary School, please contact Mrs J Howarth, HR Manager on **01782 976176**.

The recruitment pack includes the CES application form and sets out the duties and responsibilities of the post, which I hope you will find helpful. Notes of Guidance have been included to assist you when completing your application form. If you have any supporting documentation that demonstrates how you meet the person specification, please include this with your form.

We will request references for shortlisted candidates prior to interview and it is essential that you have informed your referees that we will contact them, and that references are present at your interview. Please note, to be considered for this post you must fully complete the application form and return it by noon on Monday 15th March 2021. Electronic applications are preferred to recruitment@ctkcc.co.uk

Shortlisting will take place on Tuesday 16th March 2021 and candidates who are shortlisted will be informed as soon as possible via email. Interviews will be held on Monday 22nd and Tuesday 23rd March 2021. If you require any further clarification or information relating to this post please do not hesitate to contact Mrs Howarth.

With Best Wishes,

Sharon Brammeld

Chair of the Local Governing Body

St. Wulstan's Catholic Primary School

St Wulstan's Catholic Primary School Headteacher

Group 3
ISR L18 to L24
£64,143 to £74,293



The Directors of Christ the King Catholic Collegiate in partnership with the Archdiocese of Birmingham are seeking to appoint an inspirational and highly committed Catholic Headteacher to our wonderful school.

St. Wulstan's Catholic Primary School is part of a thriving Catholic community which benefits from strong parish links. The successful candidate must be a practising Catholic in good standing with the church and will demonstrate:

- A clear vision and understanding of Catholic education.
- Excellent leadership and the ability to motivate and inspire others as they strive to improve outcomes for all children.
- High expectations of self and others.
- The ability to devise and develop new initiatives and ensure that the impact is fully evaluated.
- A positive attitude and excellent communication skills.
- A firm commitment to further enhancing links with our parish, parents and the wider community and other schools in Christ the King Catholic Collegiate Multi Academy.

Application forms and further details are available from the school <https://www.st-wulstans.staffs.sch.uk/> or www.ctkcc.co.uk or by contacting Mrs J Howarth at recruitment@ctkcc.co.uk or **01782 976176/01782 307510**.

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

This position is subject to a criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Informal visits are welcomed by prior arrangement with Mrs J Howarth at recruitment@ctkcc.co.uk or 01782 976176.

Closing date for applications is noon on **Monday 15th March 2021**.

Shortlisting **Tuesday 16th March 2021**.

Interviews scheduled for **Monday 22nd March** and **Tuesday 23rd March 2021**.

Headteacher

Job Description

Indicative Salary Range (ISR): Group 3, L18 – 24

Responsible to: The Board of Directors

Responsible for: All staff and learners within the school¹

Introduction

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.

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 headteacher 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.

This job description may be amended at any time, following consultation between the headteacher and the Board of Directors and will be reviewed annually.

Core Purpose of the Headteacher

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.

¹The term school is used throughout this document rather than Academy, to indicate the individual institution to which the headteacher is appointed and to avoid confusion with the Multi-Academy as a whole.

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.

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.

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, headteachers play a key role in contributing the development of the education system as a whole and collaborate 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.

General Duties and Responsibilities

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

Key Areas of Responsibility – Creating the Vision

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 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 a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the board of directors, the local academy committee 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.

Leading Teaching and Learning

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.

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.



The Self Improving School System and Working with Others

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.

The headteacher must manage themselves and their relationships well. Being a headteacher 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.
- Creating Systems and Processes to Manage the Organisation.
- 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.
- 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.

Ensuring Accountability

In a Catholic school the headteacher fulfils his/her responsibilities in accordance with the mission of the school. The headteacher supports the board of directors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

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 board of directors for the school, its environment and all its work.

Actions:

- Fulfil commitments arising from contractual accountability to the board of directors.
- 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 board of directors and the local academy committee (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.



Building Community

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.

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.

Safeguarding Children and Safer Recruitment

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 board of directors 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.

Person Specification

Headteacher

Category	Essential	Desirable
<p>1. Faith Commitment</p>	<p>A practising and committed Catholic.</p> <p>Secure understanding of the distinctive nature of the Catholic school and Catholic education.</p> <p>Understanding of leadership role in spiritual development of pupils and staff.</p> <p>Understanding of the school's role in the parish and wider community and in promoting community cohesion.</p>	<p>Evidence of participation in faith life of the community.</p> <p>Experience in leading acts of worship in Catholic schools.</p>
<p>2. Qualifications</p>	<p>Qualified teacher status.</p>	<p>Postgraduate level qualification.</p> <p>CCRS or equivalent.</p> <p>NPQH award.</p>
<p>3. Experience</p>	<p>Experience as an effective deputy or assistant headteacher or key stage leader.</p> <p>Successful experience of leading one or more subject areas.</p> <p>Substantial, successful teaching experience.</p>	<p>Recent experience in a Catholic voluntary aided school or Academy.</p> <p>Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2.</p> <p>Curriculum leadership in one or more core subjects.</p> <p>Experience of teaching in more than one school.</p> <p>Experience teaching mixed age classes.</p>
<p>4. Personal Development</p>	<p>Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning.</p>	<p>Evidence of continuing professional development relating to Catholic ethos, mission and religious education.</p> <p>Experience of working with other schools/organisations/agencies.</p> <p>Experience of leading/co-ordinating professional development opportunities.</p> <p>Ability to identify own learning needs and to support others in identifying their learning needs.</p>

Category	Essential	Desirable
<p>5. Strategic Leadership</p>	<p>Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school.</p> <p>Evidence of having successfully translated vision into reality at whole school level.</p> <p>Ability to inspire and motivate staff, pupils, parents and governors² to achieve the aims of Catholic education.</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these.</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils.</p> <p>Understanding of and commitment to promoting and safeguarding the welfare of pupils.</p>	<p>Knowledge of the role of governance in a Catholic voluntary aided school or Academy.</p>
<p>6. Teaching and Learning</p>	<p>A secure understanding of the requirements of the National Curriculum and Early Years development.</p> <p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils.</p> <p>A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning.</p> <p>Experience of effective monitoring and evaluation of teaching and learning.</p> <p>Secure knowledge of statutory requirements relating to the curriculum and assessment.</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management.</p>	<p>A secure understanding of the requirements of the Curriculum Directory for Religious Education.</p> <p>Understanding of successful teaching and learning in religious education across the key stages.</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management.</p>

²The general term ‘governor’ includes directors or local academy representatives in academies.

Person Specification

Headteacher

Category	Essential	Desirable
<p>7. Leading and Managing Staff</p>	<p>Experience of working in and leading staff teams.</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities.</p> <p>Experience of performance management and supporting the continuing professional development of colleagues.</p> <p>Understanding of effective budget planning and resource deployment.</p>	<p>Experience of working with ‘governors’ to enable them to fulfil whole-school responsibilities.</p> <p>Successful involvement in staff recruitment,/induction, understanding needs of a Catholic school.</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities.</p>
<p>8. Accountability</p>	<p>Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, ‘governors’, parishioners and clergy.</p> <p>Experience of effective whole-school self-evaluation and improvement strategies.</p> <p>Ability to provide clear information and advice to staff and governors.</p> <p>Secure understanding of strategies for performance management.</p>	<p>Experience of presenting reports to ‘governors’.</p> <p>Understanding the criteria for the evaluation of a Catholic school.</p> <p>Leading sessions to inform parents.</p> <p>Experience of offering challenge and support to improve performance.</p>

<p>9. Skills, Qualities and Abilities</p>	<p>High quality teaching skills.</p> <p>Strong commitment to the mission of a Catholic school.</p> <p>Commitment to their own spiritual formation and that of pupils.</p> <p>High expectations of pupils' learning and attainment.</p> <p>Strong commitment to school improvement and raising achievement for all.</p> <p>Ability to build and maintain good relationships.</p> <p>Ability to remain positive and enthusiastic when working under pressure.</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively.</p> <p>Empathy with children.</p> <p>Good communication skills.</p> <p>Good interpersonal skills.</p> <p>Stamina and resilience.</p> <p>Confidence.</p>	<p>Experience of presenting reports to 'governors'.</p> <p>Understanding the criteria for the evaluation of a Catholic school.</p> <p>Leading sessions to inform parents.</p> <p>Experience of offering challenge and support to improve performance.</p>
<p>10. References</p>	<p>Positive and supportive faith reference from priest where applicant regularly worships.</p> <p>Positive recommendation in professional references.</p> <p>Satisfactory health and attendance record.</p>	<p>Faith reference without reservation.</p> <p>Professional reference without reservation.</p>

Note

- The Panel are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.



Equality and Safer Recruitment at CtKCC

At Christ the King Catholic Collegiate, we are committed to providing equality of opportunity and full participation for all applicants, staff, pupil and students. We work proactively to identify and eliminate all forms of discrimination and continually improve services to ensure an inclusive environment.

Safeguarding and the welfare of our children and their families is central to our work at CtKCC.

If you are considering applying for a paid or volunteer role within our organisation, please be advised that all applicants will be subject to appropriate vetting procedures and pre-employment checks in accordance with the DfE guidance on Keeping Children Safe in Education. This includes a satisfactory Disclosure and Barring Service Enhanced check.

For more information contact HR@ctkcc.co.uk





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