



THE SAINT JOHN HENRY NEWMAN
CATHOLIC SCHOOL



Headteacher
APPLICATION PACK 2022
SEPTEMBER 2023



Christ Centred, Child Centred, Catholic Educational Excellence

November 2022

Dear Colleague

Post of Headteacher – The Saint John Henry Newman Catholic School

Thank you for your interest in the post of Headteacher at The Saint John Henry Newman Catholic School. The school is part of the Diocese of Westminster Academy Trust (DoWAT), which comprises 11 primary and secondary schools across North West London and Hertfordshire. The successful candidate will be joining a community of almost 900 employees who serve over 8000 pupils.

The next headteacher of SJHN will be joining a vibrant and supportive professional community which highlights and shares best practice. DoWAT is an outward looking trust and is committed to delivering Catholic excellence through a self-improving school system. We have a commitment as a leading Catholic Trust to bespoke DoWAT Headteacher support and professional development in a supportive and nurturing environment.

Our model is one of high autonomy, preserving the unique charism and context of each DoWAT school. The role of the Multi-Academy Trust is to support and challenge school leaders and local governing bodies to deliver excellent educational outcomes.

The Local Governing body of SJHN plays a key role and governors are experienced and committed to Catholic Excellence. They have excellent knowledge of the school and are fully involved in its strategic priorities and direction.

Details of how to visit the school or arrange an informal conversation with myself and Kieran Halpenny (LGB Chair) are included on the job advert.

Thank you again for your interest in this wonderful school community and this Trust, with its bold vision for the future of Catholic Education. We look forward to receiving your application

Yours sincerely

A handwritten signature in black ink, appearing to read 'Pat Murden'.

Pat Murden
Chief Executive Officer



The Diocese of Westminster Academy Trust Company Number: 07944160, Registered office:
Vaughan House, 46 Francis Street, London. SW1P 1QN



Our School was formed in 1987 from the amalgamation of St Angela's Catholic School for girls and St Michael's Catholic School for boys. We serve the North Hertfordshire Catholic community but our catchment area extends to Bedfordshire, East Hertfordshire and parts of Cambridgeshire. Originally, a 6-form entry School, the intake was increased to 210 in 1999 and increased to 8 form entry in September 2015. There is a high retention rate into the Sixth Form and many students apply to join our Sixth Form from other establishments. Consequently, the School has grown in size from 830 in 1993 to approximately 1550 in September 2019, with 350 students in the Sixth Form. The School became an academy as part of the Diocese of Westminster Academy Trust in 2012 and has benefitted from considerable investment in its buildings as a result, including a new £3.5 million Sports and Performing block (The Pavilion). A major refurbishment of the school estate is currently being undertaken with the provision of two new blocks. This will include new teaching accommodation, a dedicated sixth form suite, a greater number of computer rooms and improvements to the Library, Dining and Hall facilities. Two existing blocks and some temporary accommodation are being demolished and the final phase of the works includes relandscaping the school site. The first of the new facilities will be available in September 2022 and the work will be completed in 2024.



Our Mission Statement emphasises the practical nature of our religious character. We seek to offer a living Christian experience as a community in which each pupil is valued as an individual and is encouraged to achieve success in school life. Our Chapel is a central part of school life but it is in the day-to-day operation of school life that the School sees its aims being fulfilled. We want pupils and students to enjoy the experience of being part of the Saint John Henry Newman Catholic School community, to gain in self-confidence and to become young adults instilled with a sense of personal responsibility, social commitment and, hopefully, an awareness of their own distinctive spirituality. We want them to be equipped to change their world.

The pupil population is almost 100% Catholic and the School is heavily oversubscribed for places. Although not all staff are Catholic (teaching staff 45.9% are Catholics), all maintain and support the distinctive Catholic nature of the School and support the Headteacher in implementing the School Mission Statement. There is presently the equivalent of 91 full time members of teaching staff and there is a generous complement of support, technical, clerical and maintenance staff. Governors have for many years invested much of their revenue income to allow for relatively small teaching groups and relatively low contact ratios for teaching staff.





In years 7 to 9 pupils follow a broad and balanced curriculum based on the National Curriculum. Pupils in Year 10 and 11 follow a core curriculum of English, Maths, Science and RE with three subject choices. At Key Stage 4 we encourage students to follow the EBAC where this is appropriate, but we offer a wide range of GCSEs and the creative subjects (Art, Drama, Dance and Music) are very popular option. We offer a range of vocational courses for pupils for whom this is appropriate. Our current provision offers vocational courses in iMedia, Child Development, Catering and Sport. We have a large sixth form of approximately 400 students and there is a very wide range of A-level provision. Advanced Vocational courses are also offered in Art and Design, Production Arts, Digital Music Production, Music Performance. Applied Science, Sport and Health and Social Care. There are currently 306 pupils on the SEN register, of whom 27 have an Educational Healthcare Plan.

The School has an excellent academic reputation. In 2021/22 the students achieved: 89% GCSE English and Maths at 9-4, 38% of all GCSE grades achieved were 9-7, 68% A Level at A*, A and B. At A-level the pass rate for the last three years has been over 99%.

The pass rate for Vocational courses has consistently been 100%. We are, however, conscious that we have the capacity to improve further and we are determined to do this on behalf of our pupils and students. Exam results, important though they are for opening doors for pupils in the future, do not determine success and happiness. Therefore, we have a strong enrichment and wellbeing programme that encompasses every pupils and student and a comprehensive career curriculum. We have been awarded with the Kitemark for emotional health and wellbeing for our work supporting students, their families and staff.

The number of pupils entitled to free school meals is relatively low (3.5%) with 10% of pupils receiving Pupil Premium. The ethnic composition of the School's population reflects the community which it serves. It is predominately white British (57%) but with significant proportions of ethnic minorities reflecting the Church's world wide mission and the growing number of new migrants employed primarily in health care and scientific research. Attendance is above the national average with very low unauthorised absence figures.



A Diocesan Section 48 inspection in November 2019 concluded that we are an “Outstanding Catholic School”.

The 2018 Short OFSTED inspection concluded; ‘We were immediately struck by the many smiling faces of pupils, who enjoy coming to school. When speaking to them, pupils universally highlighted how their teachers ‘go above and beyond’ to help them achieve well. Pupils display a real pride in their school. They talk enthusiastically about their strong relationships with staff and the sense of community where ‘everyone goes out of their way to be friendly and make you feel welcome’.

Consistent with its aim of encouraging everyone to reach their full potential, the School places great emphasis on its pastoral care.

We operate at a very human level and recognise that it is our good and caring staff who sustain and develop our school. Our challenge is to maintain high quality provision, hopefully to continue to make changes to improve this, but above all, to honour the promise we make to every parent who chooses to send their child to our School - that each



child will be recognised and loved for who they are and that they will be offered excellent learning opportunities in a safe, caring and inspirational environment. We are looking to appoint individuals who will enjoy being part of this distinctive community and who will contribute to it by sharing their individual talents, character and commitment and, hopefully, sense of humour!

The Saint John Henry Newman School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory enhanced DBS check.





Job Description for Headteacher

Indicative Salary Range (ISR): Group 8 L28-43

Responsible to: The Chief Executive Officer of DOWAT / Local Governing Board

Responsible for: All staff within the school

1 Introduction

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

2 Core Purpose of the Headteacher

- 2.1 The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
 - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Westminster;
 - 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;

¹ 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 Westminster;



- the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
- the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
- all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

- 2.2 The headteacher is the leading professional in the school. Accountable to the CEO, with support and challenge from the local governing body, the headteacher provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The headteacher working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.
- 2.3 As one of the headteachers in a multi academy trust, the headteacher will support the CEO and board in ensuring that they and their school collaborate with the other schools in the multi academy for their mutual benefit in enhancing the Catholic life of the multi academy and improving standards.
- 2.4 The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.
- 2.5 Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3 General Duties and Responsibilities

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



Key Areas of Responsibility

4 Creating the Vision

- 4.1 The 'preferred future', expressed in DOWAT's vision, values, mission and strategic plan, stems from the educational mission of the Church, which is reflected in the school's improvement plan.
- 4.2 The headteacher, working with the CEO, local governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to implement the Trust's vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should embed the Trust's Gospel values, moral purpose and be inclusive of stakeholders' values and beliefs.

Actions

- Ensure the Trust's 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 CEO and the local governing body and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Gospel values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Teaching and Learning

- 5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.



5.2 Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high-quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.



6 The Self-Improving School System and Working with Others

- 6.1 In a Catholic school the role of headteacher is one of leadership of a learning community rooted in faith. The headteacher's leadership should take Christ as its inspiration. The headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2 The headteacher must manage themselves and their relationships well. 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.

7 Creating Systems and Processes to Manage the Organisation

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



Actions

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

8 Ensuring accountability

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

Actions

- Fulfil commitments arising from contractual accountability to the CEO and 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 CEO and the local governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

9 Building Community

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

Actions

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.



- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children

10 Safeguarding Children & Safer Recruitment

10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and outlined in the most recent Keeping Children Safe in Education document and expects all staff and volunteers to share this commitment.

Actions

The headteacher should ensure that:

- The policies and procedures adopted by the DOWAT board of directors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person (DSL) 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.





Headteacher Person Specification

Please ensure that you provide evidence to address the criteria on the person specification.

**Evidence will be gathered from the application form (A),
at interview (I) and through references (R)**

Certificates of professional qualifications must be brought to interview

ESSENTIAL	DESIRABLE	A	I	R
Qualifications and training				
A practising Catholic		x		
Educated to Degree Level	Educated to Masters level or equivalent	x		
QTS	Professional development or training undertaken in preparation for headship	x		
	Completion of NPQH or similar leadership programme	x		
Evidence of continued and current CPD		x	x	
Experience				
A distinctive vision for an outstanding Catholic school		x	x	x
Experience in leading collective worship			x	
Understanding of the central place of religious education as a core subject in the school's curriculum		x	x	x
Understanding of cultural educational issues, including national policies, priorities and legislation and any implications for Catholic schools		x	x	
Evidence of prior successful leadership and management at DHT or equivalent level	Leadership experience in a Catholic school	x	x	x
Evidence of raising student progress and attainment		x	x	x
Led a school staff team on an aspect of school improvement		x	x	x
Experience of monitoring teaching and learning, evaluating and target setting		x	x	x
Participating fully as a reviewer in performance management				
Involvement in the induction of new staff	Have experience of leading and evaluating CPD and its impact on standards across a group of staff	x	x	
Experience of student tracking data		x	x	
Effective pastoral experience		x	x	



ESSENTIAL	DESIRABLE	A	I	R
Knowledge and skills				
Understands safeguarding requirements and their application across the curriculum		x	x	x
Understands and demonstrates what constitutes outstanding teaching and leading		x	x	x
Knowledge and understanding of effective teaching strategies		x	x	x
Uses coaching techniques to improve the teaching of others		x	x	
Knowledge of the characteristics of outstanding leadership		x	x	x
Can articulate the strengths and areas of development of their own leadership style			x	
Knowledge of SEND code of practice		x	x	
Knowledge of local and national statutory guidance, educational initiatives and trends			x	
Understands the process of school improvement		x	x	
Able to evaluate school policies and procedures			x	
Is able to use the tracking of pupil progress and achievement to raise standards			x	
Knowledge and practice of effective behaviour management strategies		x	x	x
Personal qualities				
Enthusiastic, high expectations, resilient, sensitive and positive			x	x
An excellent personal and professional role model who puts Catholic values into practice			x	x
Demonstrates commitment to collaborative leadership and effective team working		x		x
Able to motivate, develop, empower and lead students, individuals and teams		x		x
Able to delegate and support effectively		x		x
Excellent communicator and listener with the ability to manage conflict successfully		x	x	
Proficient in the use of IT		x	x	
Demonstrates a positive commitment to equal opportunities and inclusion			x	x
Demonstrates a strong commitment to CPD for self and others			x	x



Benefits of working at The Saint John Henry Newman School

Superb working conditions

- Excellent transport links – close to the A1 and 30 miles to central London. Stevenage to London is just over 20 minutes on the train.
- Stevenage is an area with more affordable housing, than other areas of Hertfordshire. Staff also choose to live in the beautiful villages and market towns of North Hertfordshire.
- Secure free car parking for all members of staff
- Excellent staff facilities including free tea and coffee and microwaves and fridges in the staffrooms
- Staff association which provides gifts, flowers and cards for leavers and staff with significant life events
- Social activities e.g. Friday after school football, staff choir, staff book group, running club, Christmas party, informal nights out, staff pantomime
- Child care voucher scheme
- Flu vaccinations for all staff
- Excellent teaching facilities with the new and refurbished buildings
- Supportive of flexible working
- Ensuring equality and diversity is a priority
- Governors focused on Staff wellbeing

A thriving community where you can enjoy teaching

- Oversubscribed school with close link with the community and supportive parents
- Exemplary student behaviour which is always commented on by visitors
- Extensive range of extracurricular activities and enrichment – much of which takes place within the school day so there is no expectation to give up free time
- All teachers are issued with a laptop



- Workload is constantly being reviewed e.g. email protocols to reduce number of emails, assessment policy to reduce time spent marking
- Generous non-contact time
- Very large sixth form so many opportunities to teach this age group
- Lessons are taught by subject specialists
- Many opportunities to work with students and participate and support in local, national and international fundraising and awareness opportunities

A serious commitment to professional development

- New staff induction programme – September-November
- Performance Management that is focused on developing teacher's careers in the areas that they wish
- Bespoke professional development opportunities – Masters, NPQs, Educator Led Development Programme, exam board training, in school opportunities to develop teaching and leadership, ECT and ECT + 1 programme
- Whole school CPD focuses on teaching and learning and there are many opportunities for staff to become involved in the design and facilitating of INSET



Application

School visits are welcomed and encouraged by prior arrangement. To arrange this, please contact Jo Heasman, Heads PA headspa@jhn.herts.sch.uk or by phone 01438 314643.

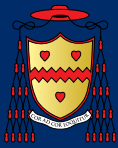
To discuss the position with the Chair of Governors please contact the clerk of governors, Lesley Radcliffe at radcliffel@jhn.herts.sch.uk.

For a discussion with the Patrick Murden DoWAT CEO, please contact Lee Bromfield lbromfield@dowat.co.uk or by phone 07909 213626.

Application is by the CES Leadership application form.
Please send application forms to Katie O'Grady kogrady@dowat.co.uk.

Closing Date: Midnight Monday 5th December 2022.

Interviews will take place week beginning 12th December.



MISSION STATEMENT

Our mission is to be:

A Living, Christian Experience



INSPIRED BY

- love of the Creator
- faith in Jesus Christ
- hope from the Holy Spirit.

IN SERVICE TO

- the needs of our students
- the parents and guardians of Our students
- the educational mission of the Catholic Church

WE BELIEVE

- in the goodness and beauty of God's creation
- in the goodness, dignity and worth of each person
- that everyone has a unique spiritual identity which they are called to fulfil
- in loving one another and yourself for the person that you are
- that all have rights, roles and responsibilities for which they are accountable
- in discovering and nurturing our God-given gifts
- in celebrating the personal development of each individual
- that the quality of teaching and learning is of fundamental importance
- in developing informed minds. capable of making informed and considered decisions
- that everyone thrives in a secure, safe and structured environment
- in forgiveness and being forgiven
- in celebrating and living our faith, and reaching out to others

and that learning is a life-long journey through which each person should aspire to make the world a better place.