



Recruitment Pack

Principal for St Bernadette's Catholic Primary School



Contents

Welcome to St John Bosco Catholic Academy	Page 3
About the St John Bosco Catholic Academy	Page 4
Our Mission, Vision and Values	Page 5
Our Strategic Aims	Page 6
How the MAC works	Page 7
Structure	Page 8
Our Schools	Page 9
Principal Advert	Page 10
Job Description	Page 11
Person Description	Page 17
How to apply	Page 20



WELCOME TO

St John Bosco Catholic Academy

Dear Applicant,

Thank you very much for requesting the details for the post of: Principal for St Bernadette's Catholic Primary School.

St John Bosco Catholic Academy is a Black Country based Catholic Multi-Academy Company (MAC), currently with eight schools. The MAC was founded on, and is guided by, a strong Christian ethos. We are passionate about the journey our children will take whilst in our care, at the heart of which is a dedicated teaching and non-teaching workforce. At the very forefront of our drive for improved educational standards is the determination to work together in partnership to enable SJBCA Academies to offer the very best educational experience to all of the children in our local communities.

St. Bernadette's Catholic Primary School, Brownhills serves the parish of St Bernadette's Catholic Church. Our faith is very important to us and it provides the foundation for the social, emotional and educational development of our pupils. We are a small primary school that is on a journey to offer mixed aged classes throughout the school by September 2027. This is an exciting opportunity in which to join the school where the proactive approach to addressing the surplus places in this area, rapidly will secure the school to ensure Catholic education remains at the heart of this community. Everyone at St Bernadette's is dedicated to providing the best possible education and care to every single young person we serve. We aim to give all our children an exciting and challenging faith-based curriculum so that they discover and develop their God given abilities and skills during their time at St Bernadette's.

The SJBCA would like to appoint an ambitious and energetic Primary Principal, who will build on the successes of St Bernadette's Catholic Primary School whilst working alongside the Leadership Teams of our MAC schools to develop and maintain the strong core ethos in line with the vision of the board.

For an informal, confidential discussion regarding any queries, please contact:

Helen Parkes at SJBCA on

T: **01384 889422** or E: hparkes@sjbca.co.uk

School visits can be arranged and are encouraged.

We look forward to hearing from you.

Yours sincerely,

Phil Hancox

CHAIR OF SJBCA MAC BOARD



About us

The SJBCA was established in September 2013 and is a Charitable Trust and Company Limited by guarantee.

SJBCA grew out of a partnership with a secondary and two feeder primary schools within the Dudley Borough. The desire for these schools to work together was to support and grow the educational opportunities for the children of Dudley to access quality Catholic education from 3-18 years.

The multi academy company comprised of a secondary school, Bishop Milner Catholic College and Sixth Form, St Chad's Catholic Primary School and St Joseph's Catholic Primary School until April 2020 when a further secondary school, Stuart Bathurst Catholic High School and St Mary's Catholic Primary School joined.

The MAC grew further in September 2021 when we welcomed St John Bosco Catholic Primary School and St Bernadette's Catholic Primary School to our group of Catholic schools and most recently in June 2022 we welcomed St Marks Catholic Primary School, Great Barr. The multi academy is currently responsible for approximately 3000 children and young people, approx. 400 employees and £18m of public money.



Our Mission, Vision, and Values

Our Mission

We nurture the unique God-given talents of every Individual, providing a quality, distinctively Catholic education to our diverse community.

Our Vision

Love is repaid by love - St John Bosco

Together, we develop the whole child made in the image and likeness of God.

We nurture the unique gifts and talents of every individual: providing ambitious Catholic education for our diverse family of schools and the communities they serve.

Through the teachings of Jesus, our children know that they are loved, protected and valued equally. This empowers them to make a positive difference in our world.

Our Values

Our core values are Inspired by Catholic Social Teaching and are rooted in the person and the teaching of Jesus Christ as the model for human excellence.

- **Care for each other** - compassion, trust and respect for the dignity and value of each Individual.
- **Stewardship of the earth** - the responsibility we share for the just and sustainable use of all our talents and resources.
- **Solidarity and subsidiarity** - A commitment to stand with each other In support of each other while enhancing the culture, Identity and heritage of each parish and local community

Our Strategic Aims

Our Strategic Priorities for 2023-2028 are:

1. To further strengthen our commitment to Catholic Life and mission, Religious Education and prayer and liturgy.
2. Increasing the quality of provision within our education system.
3. Embedding inclusive education practices.
4. People development.
5. Governance and leadership
6. Maintaining a financially viable, sustainable and compliant MAC.



How the MAC works

How The St John Bosco Catholic Academy Works

The SJBCA MAC is run by a Board of Directors which is accountable to the Department for Education, and run according to a scheme of delegation which defines the responsibilities and decision making undertaken by the Board of Directors, and its Committees, the Accounting Officer, Principals or Heads of School, and Local Governing Bodies (LGBs).

SJBCA has a strong Christian ethos, governors and Board members are in the majority Foundation appointed by the Birmingham Diocese. Each school has its own LGB or where applicable a group of schools has a secondary school board who represent the local community, drawing from parents, staff and other skills-based representatives. Each LGB composition which is approved by the SJBCA Board of Directors.

The Principal, together with the LGB, are responsible for managing the schools local budget, staff appointments and its day to day running. The SJBCA Board of Directors will have input into senior staff appointments, the level being dependent on the status of the school. The SJBCA Board is appointed on a skills and needs basis and looks to recruit, whenever possible, from LGBs. External appointments to the Board will be made when appropriate.

St John Bosco Catholic Academy Funding

Within the MAC, many services are sourced centrally. This enables all schools to benefit from the purchasing power, large-scale negotiated contracts and experience of the MAC. The central costs for the MAC are covered by a charge of 6% of the revenue budget allocation for each school. This covers items such as central contracts for services, leadership and administration.

Sponsored Academies

SJBCA has been approved to be an Academy Sponsor which will enable schools requiring improvement support, where results have been challenging, to join the MAC.



Structure

Governance Structure of St John Bosco Catholic Academy



Our Schools









The SJBCA schools offer a friendly, vibrant, busy and challenging place for learners with a 'take care' approach to all aspects of school life.

All of our schools seek to go beyond expectations in all we do.

We understand the importance of teaching and the foundation skills all children need. It is a journey of commitment and confidence, of participation and hard work, of creativity and learning, of success and support, of attainment and value and of encouragement, set within a vibrant and evolving inclusive culture of opportunity and achievement.

Further information on our current schools can be found below.

Please do take the time to read through the school websites, which offer further insight into how we live and breathe our ethos, values and vision.

	School Name	Number on Roll	Age Range	Ofsted Rating	Website
	Bishop Milner Catholic College	890	11-18	Good Sept 2023	bmilner.dudley.sch.uk
	St Bernadette's Catholic School	146	4-11	Good* June 2021	stbernadette.walsall.sch.uk
	St Chad's Catholic Primary School	236	3-11	Good March 2020	st-chads.dudley.sch.uk
	St John Bosco Catholic Primary	236	3-11	Outstanding* February 2012	st-johnbosco.sandwell.sch.uk
	St Joseph's Catholic Primary School	236	3-11	Outstanding April 2015	st-jo-dud.dudley.sch.uk
	St Mark's Catholic Primary School	210	4-11	Outstanding* July 2012	stmarkrc.bham.sch.uk
	St Mary's Catholic Primary School	236	3-11	Good* June 2019	stmaryswednesbury.co.uk
	Stuart Bathurst Catholic High School	930	11-18	Inadequate* September 2018	stuart-bathurst.org.uk

*Prior to academisation

Principal Advert

At the core of the St John Bosco Multi Academy Company is a commitment to offering quality Catholic education to the children, the families and the communities that we serve. Since starting out as a partnership between three schools in 2013 the Multi Academy has grown to a family of eight schools.

Directors working in partnership with the Archdiocese of Birmingham seek to recruit an experienced and outstanding

Principal for St Bernadette's Catholic Primary School

Narrow Lane, Brownhills, Walsall, WS8 6HX

Leadership Scale L6 – L12

Start Date: September 2024

St. Bernadette's Catholic Primary School, Brownhills serves the parish of St Bernadette's Catholic Church and is easily commutable from Birmingham, Stafford, Sandwell and Walsall. Our faith is very important to us and it provides the foundation for the social, emotional and educational development of our pupils. We are a small primary school that is on a journey to offer mixed aged classes throughout the school by September 2027. This is an exciting opportunity in which to join the school where the proactive approach to addressing the surplus places in this area, rapidly will secure the school to ensure Catholic education remains at the heart of this community. Everyone at St Bernadette's is dedicated to providing the best possible education and care to every single young person we serve. We aim to give all our children an exciting and challenging faith-based curriculum so that they discover and develop their God given abilities and skills during their time at St Bernadette's.

We are looking for an exceptional, resilient and inspiring leader to be the Principal of St Bernadette's Catholic Primary School who is able to build on our existing successes and offer quality educational provision to mixed aged classes.

We are looking for someone who:

- Is a practising and committed Catholic with a secure understanding of the nature of Catholic Education
- Has experience of having worked in a successful school previously
- Has the ambition, drive, determination and commitment of an excellent leader
- Is able to articulate and share a vision of primary education within the aims and values of St Bernadette's Catholic Primary School while it undertakes its journey of transition
- Has the knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils
- Understands and commits to promoting and safeguarding the welfare of all pupils
- Has the ability to build and maintain good relationships

We can offer you:

- The opportunity to work with an experienced and nurturing MAC Primary School Improvement Advisor where you will be given the opportunity to broaden and develop your skills.
- A committed, hardworking and supportive team both in the school and as part of the wider SJBCA community.
- Central Services for Finance, HR, Estates and IT to enable school leaders to focus on teaching and learning
- A happy, caring and safe environment, where Staff and Governors work in partnership with parents and with the parish communities
- An inclusive and diverse culture which encourages understanding and respect for others

For further information, making an application or to arrange a visit to the school please contact:

recruitment@sibca.co.uk, visit our website www.sibca.co.uk or for a discussion call Helen Parkes, Accounting Officer, 01384 889422

Closing Date: Wednesday 10 April 2024 at 12 noon. **Interviews:** w/c 15 April 2024

We are committed to safeguarding and promoting the welfare of the children; therefore, the post is subject to medical clearance, social media checks at shortlist and an enhanced DBS check

Job Description for Principal

Indicative Salary Range: L6 to L12

Responsible to: The Board of Directors

Responsible for: All staff within the school

1. Introduction

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

2. Core Purpose of the Principal

- 2.1. The core purpose of the principal 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 principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
 - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
 - **religious education is in accordance with the teachings, doctrines, discipline** and general and particular norms of the Catholic Church;
 - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
 - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God; all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.
- 2.2. The principal is the leading professional in the school. Accountable to the Board of Directors and the local Academy Committee, the principal provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The principal working with others is responsible for

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

- 2.3. 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.
- 2.4. As one of the principals in a multi academy, the principal 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 principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, principals play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.
- 2.5. Drawing on the support provided by members of the school community, the principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3. General Duties and Responsibilities

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

Key Areas of Responsibility

4. Creating the Vision

- 4.1. The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.
- 4.2. The principal, 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.

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. Principals 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 principal is one of leadership of a learning community rooted in faith. The principal's leadership should take Christ as its inspiration. The principal's

management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

- 6.2. The principal must manage themselves and their relationships well. Being a principal 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 principal 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, principals 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 principal needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The principal 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 principal fulfils his/her responsibilities in accordance with the mission of the school. The principal 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 principal has a responsibility to the whole school community. In carrying out this responsibility, the principal 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 principal 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.

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 principal needs to commit to engage with the internal and external school community to secure equity and entitlement. The principal should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The principal should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The principal shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

Actions

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing

- with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
 - Ensure a range of community-based learning experiences.
 - Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
 - Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
 - Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
 - Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
 - Co-operate and work with relevant agencies to protect children

10. Safeguarding Children & Safer Recruitment

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

Actions

The principal 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

Faith Commitment

Essential

- A practising and committed Catholic
- Secure understanding of the distinctive nature of the Catholic school and Catholic education
- Understanding of the school's role in the parish and wider community and in promoting community cohesion
- Understanding of the school's role in the parish and wider community and in promoting community cohesion

Desirable

- Evidence of participation in faith life of the community
- Experience in leading acts of worship in Catholic schools

Qualifications

Essential

- Qualified teacher status

Desirable

- Postgraduate level qualification
- CCRS or equivalent
- NPQH award

Experience

Essential

- Experience as an effective deputy or assistant headteacher or key stage leader
- Successful experience of leading one or more subject areas
- Substantial, successful teaching experience

Desirable

- Recent experience in a Catholic voluntary aided school or Academy
- Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2
- Curriculum leadership in one or more core subjects
- Experience of teaching in more than one school
- Experience teaching mixed age classes

Professional Development

Essential

- Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning

Desirable

- Evidence of continuing professional development relating to Catholic ethos, mission and religious education
- Experience of working with other schools /organisations /agencies
- Experience of leading/co-ordinating professional development o
- Ability to identify own learning needs and to support others in identifying their learning needs opportunities

Strategic Leadership

Essential

- Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school
- Evidence of having successfully translated vision into reality at whole-school level
- Ability to inspire and motivate staff, pupils, parents and 'governors'¹ to achieve the aims of Catholic education
- Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement
- Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these
- Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils
- Understanding of and commitment to promoting and safeguarding the welfare of pupils'

Desirable

- Knowledge of the role of governance in a Catholic voluntary aided school or Academy

Teaching and Learning

Essential

- A secure understanding of the requirements of the National Curriculum and Early Years development
- Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils
- A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning
- Experience of effective monitoring and evaluation of teaching and learning
- Secure knowledge of statutory requirements relating to the curriculum and assessment
- Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management

Desirable

- A secure understanding of the requirements of the Curriculum Directory for Religious Education
- Understanding of successful teaching and learning in religious education across the key stages

Leading and Managing Staff

Essential

- Experience of working in and leading staff teams
- Ability to delegate work and support colleagues in undertaking responsibilities
- Experience of performance management and supporting the continuing professional development of colleagues
- Understanding of effective budget planning and resource deployment

¹ The general term 'governor' includes directors or local academy representatives in academies

Desirable

- Experience of working with 'governors' to enable them to fulfil whole-school responsibilities
- Successful involvement in staff recruitment/induction, understanding needs of a Catholic school
- Understanding of how financial and resource management enable a school to achieve its educational priorities

Accountability

Essential

- Ability to communicate effectively, orally and in writing to a range of audiences
 - e.g. staff, pupils, parents, 'governors', parishioners and clergy
- Experience of effective whole-school self-evaluation and improvement strategies
- Ability to provide clear information and advice to staff and governors
- Secure understanding of strategies for performance management

Desirable

- Experience of presenting reports to 'governors'
- Understanding the criteria for the evaluation of a Catholic school
- Leading sessions to inform parents
- Experience of offering challenge and support to improve performance

Skills, Qualities & Abilities

Essential

- High quality teaching skills
- Strong commitment to the mission of a Catholic school
- Commitment to their own spiritual formation and that of pupils
- High expectations of pupils' learning and attainment
- Strong commitment to school improvement and raising achievement for all
- Ability to build and maintain good relationships
- Ability to remain positive and enthusiastic when working under pressure
- Ability to organise work, prioritise tasks, make decisions and manage time effectively
- Empathy with children
- Good communication skills
- Good interpersonal skills
- Stamina and resilience
- Confidence

References

Essential

- Positive and supportive faith reference from priest where applicant regularly worships
- Positive recommendation in professional references
- Satisfactory health and attendance record

Desirable

- Faith reference without reservation
- Professional reference without reservation

How to apply

Please complete the separate application and monitoring form available at <https://www.sjbca.co.uk/vacancies/> or request an application pack by email recruitment@sjbca.co.uk.

In addition, you are asked to provide a personal statement of no more than 1500 words detailing:

- Why the post attracts you.
- What specific skills do you believe you have to offer the role that are distinct from, and additional to the post.

If you would like further information, or to arrange a school visit, please contact:

Helen Parkes, Interim Accounting Officer

T: 01384 889422 or E: hparkes@sjbca.co.uk

All applications are to be sent to recruitment@sjbca.co.uk no later than noon on **Wednesday 10 April 2024 at 12 noon.**

Interviews will take place **w/c 15 April 2024**

We reserve the right to research applicants on social media platforms and the internet, and the MACBoard may take this into consideration during the recruitment process.

