

Recruitment pack for post of Principal

St Richard's Catholic College



Closing date for applications: Noon on 14th June 2023
Interview dates: 11th and 12th July 2023

Please return applications by post or email to:

**Mrs A Horan
Chair of Governors
St Richard's Catholic College
Ashdown Road
Bexhill-on-Sea
East Sussex
TN40 1SE**

ahoran@strichardscc.com

Visits to the school are warmly welcomed.
Please telephone Mrs Sally Jenkins at the school on 01424 731070 to make an appointment.



Contents

- Section 1 Advert
- Section 2 Letter from our Chair of Governors, Mrs Alison Horan
- Section 3 Letter from the Leadership and Management Team
- Section 4 St Richard's: school information
- Section 5 Job description
- Section 6 Person specification
- Section 7 Equal Opportunities statement
- Section 8 Notes of Guidance for Applicants



Advert

St Richard's Catholic College

11-16 Mixed Voluntary Aided Catholic Comprehensive with 1,040 pupils, operating under the Trustees of the Diocese of Arundel and Brighton, serving the Eastbourne and St Leonards-on-Sea deanery.

Ashdown Road, Bexhill-on-Sea, East Sussex TN40 1SE
Tel: 01424 731070 Website: www.strichardsgcc.com

PRINCIPAL

Required from January 2024

Group 6 NOR, 1040 pupils (11-16)

Salary range: L29-L35

Due to the retirement of the current Principal, the Governors are offering an exciting opportunity to recruit an inspirational and caring Catholic headteacher who will lead the school with passion, ambition and integrity, further developing and delivering our mission and strategic vision.

We are a high performing, over-subscribed school offering an inclusive and holistic education to all pupils from a dedicated, talented and professional staff team.

The school is located in an enviable seaside location with beautiful surrounding countryside whilst also having easy access to both London and Brighton.

A contribution towards relocation expenses may be considered.

Visits to the school are welcomed. Please contact recruitment@strichardsgcc.com or call 01424 731070 and ask for Mrs Jenkins to arrange a mutually convenient time.

The closing date for applications is noon on 14th June 2023.

Interviews will take place on 11th and 12th July 2023

For more details and to apply, see [here](#).

Recruitment packs will only be supplied to individuals. This school does not enter into business with recruitment agencies, on behalf of their clients seeking employment.

St Richard's is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.



Letter from Chair of Governors

Dear Applicant

On behalf of the Governors of St Richard's Catholic College, I would like to thank you for your interest in the vacancy for Principal at the school, arising from the pending retirement of our current Principal. I hope you will find the information in this pack useful in helping you to decide whether you are the exceptional Catholic leader we are looking for to build on the current high standards, ensuring an inspiring education for all pupils in every sense of the word.

The opportunity to become headteacher, a post which has become available for only the second time in 35 years, combines the chance to lead an already highly successful secondary school alongside a team of staff and Governors focused on further success, within an undeniably beautiful location. St Richard's is a short walk from the seafront in Bexhill, a small Sussex town at the heart of our catchment area, serving the Eastbourne and St Leonards-on-Sea deanery, including towns and rural areas. Our over-subscribed school has 1040 pupils aged 11-16 on roll. 89% of the pupils are Catholic. We promote the development of the unique gifts of each person regardless of their background, prior attainment or academic potential.

We aim to be a welcoming and supportive Catholic community that not only has high academic standards for pupils but also inspires them to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, during their school years and in the future. This is summed up in our school motto, 'Comitas, Scientia, Caritas' (Community, Knowledge and Charity), as well as our Mission Statement.

Our last [Diocesan Inspection \(November 2018\)](#) rated the school as outstanding in all areas and [Ofsted \(October 2021\)](#) recognised the outstanding standards of leadership and management, personal development and behaviour and attitudes, with good achieved for quality of education.

We have a dedicated, talented and cohesive staff team who are always prepared to go the extra mile and are supported by an excellent professional development programme. We have excellent working links with our feeder primary schools and are working over the next few years towards achieving the Bishop's vision for us all to join the Bosco Catholic Education Trust, which will incorporate all the Catholic schools in East and West Sussex.

The current Principal has led the school with passion and vision since 2008. During this time the school has achieved a number of accolades, including Teaching School status, Maths Hub, International Schools status and six Exceptional Education Awards from the SSAT. The school is regarded as a family school where everyone is loved, challenged, and flourishes. Our pupils and staff are happy. Our high academic results (see [here](#)) have been consistent, with the 2022 results placing the school in the top 2% of schools nationally for progress.

The Governors wish to appoint a successor who will protect the academic and other achievements of recent years and will also lead the school to even greater success.

Our priorities include:

- Ensuring Gospel values continue to influence daily life, and faith is at the centre of school life.
- Strengthening our provision for SEND pupils.
- Continued exploration of emerging technologies to optimise teaching and learning, ensuring everyone thrives and flourishes.
- Ensuring our curriculum remains ambitious for all pupils providing them with the attributes and skills to successfully compete in an increasingly dynamic varied jobs market.
- To continue to develop a clear leadership structure at all levels to build capacity and succession planning, enabling our staff to enjoy a professionally challenging career whilst maintaining a healthy work life balance.
- To continue to strengthen links with our deanery primary schools, local schools, parishes and the wider communities of Church and locality.
- Continued development of the whole site to provide exceptional facilities and resources to enhance teaching and learning.
- To work towards the Bishop's vision of all schools belonging to a Catholic Education Trust by 2030,

We can offer the successful candidate a supportive, committed Governing Body; hardworking, dedicated and caring staff; a strong LMT to support you in your leadership of the school; enthusiastic, kind and hardworking pupils, supportive parents/carers and a school which strives for excellence in all it does.

If you feel you have the skills and experience to take on the leadership of St Richard's in the next steps of its journey we look forward to your application.

I look forward to receiving your completed application and letter by 12 noon on 14th June 2023.

Yours faithfully



Mrs Alison Horan
Chair of Governors



Letter from the Leadership and Management Team

Dear Applicant

Thank you for your interest in leading our happy, kind, vibrant and energetic school community. Alongside the many academic successes we are proud to support our pupils in achieving (ranked 56th school in the country for progress in 2022), you will find an atmosphere of joy, kindness and friendship.

St Richard's is proud to deliver a first class education to all pupils whilst being committed to rigorously pursuing the very best pastoral care, wellbeing support and safeguarding for all.

In our latest Ofsted report, October 21, it was noted that:

'Leaders have a clear and ambitious vision for the school and pupils. They are dedicated to providing all pupils with the best quality of education and care. ...Relationships among staff and pupils reflect the school's values of positivity and kindness. Pupils speak really enthusiastically about the care, support and education they receive at the school.'

We were rated Outstanding in our Diocesan inspection in 2018, which noted the strength of pastoral care in the school, stating, 'Pastoral care is a significant strength. Behaviour policies are rooted in Gospel values... The school provides the highest level of pastoral care to pupils, which they and their parents overwhelmingly appreciate. The highest standards of moral behaviour displayed by pupils makes for a supportive and happy learning environment.'

Ours is a happy staff who go the extra mile to help each young person flourish in line with our Mission Statement.

In our school you will 'feel' Gospel values running through everything we do. Our commitment to our motto of community, charity and knowledge means that our pupils are regularly winning at local and international competitions; raising thousands of pounds for those less fortunate and going out into the community not only to make connections but to make a difference to the lives of others.

We are proud of the pupils entrusted to our care and endeavour to ensure that each one leaves school with all they need to successfully navigate the next steps of their journey, whatever they choose that to be.

Jesus is at the heart of St Richard's Catholic College and we seek to adopt His model of servant leadership and love and compassion of all. We recognise that all are made in the image of God and not just worthy of respect but of being nurtured and cherished.

As a faith school we seek to nurture hearts and minds and to support young people in their journey of discovery of a personal relationship with Jesus, regardless of the stage of their faith journey they join us at. We have a Lay Chaplain who enjoys strong support from the local clergy ensuring that daily worship is a lived reality and liturgies and masses are celebrated weekly. Our brand new Chapel will, no doubt, enhance this even further.

Our enrichment programme is immense with currently 77 extra-curricular activities or clubs on offer for pupils to choose from. There are a large number of school day trips and longer excursions with the most recent this academic year being the ski trip to Austria and the Rome pilgrimage. This demonstrates the commitment and kindness of our staff who willingly give their free time to make a difference to our pupils.

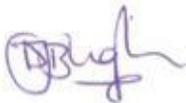
We are a hard-working, happy and cohesive leadership team who are determined in our desire to constantly seek improvement with the primary goal of maximising the life chances for every pupil.

We are looking for a leader with genuine faith, compassion but also with drive, determination and a vision to make our school the best it can possibly be.

Finally, we wholeheartedly believe in preserving childhood, in working in close partnership with parents/carers, in valuing our amazing staff and ensuring that mission integrity is at the heart of everything we do. We also want to continue to get better and face the challenges and opportunities of education in the 21st Century with optimism and commitment.

If the above aligns with your vision then I wholeheartedly hope that you apply safe in the knowledge that you will have the full support of a hardworking, forward thinking, adaptable team.

Yours faithfully



Deborah Bligh
Vice-Principal on behalf of the Leadership and Management Team.



School Information

St Richard's Catholic College Information on the school

Introduction

St Richard's is a co-educational Catholic school offering an inclusive Christian education to pupils of all abilities from the ages of 11 to 16 years. It is our aim to encourage, support and develop every pupil in our care academically, socially and spiritually. All children are unique and precious individuals with different talents and aspirations, and our efforts are directed into ensuring that they feel both valued and challenged.

We have high academic standards at St Richard's, as our GCSE results consistently testify. We expect our pupils to work hard, behave well, dress smartly and pursue excellence in all that they do inside and outside of the classroom. We also aim to provide a happy, caring and safe environment in which pupils can learn and develop into rounded, responsible and confident members of the community.

Our efforts have not gone unnoticed. We are a Specialist Science College with High performing Specialist School status. We have a Prince's Teaching Institute Art Mark, Leading Edge status, Fairtrade Fair Achiever Award status, an Artsmark Gold Award, a Space Education Quality Mark, Green Flag Eco-Schools Award and Investors in Careers at the highest level. Our last Diocesan Inspection (November 2018) and interim inspection (2021) graded the school Outstanding. During the academic year 2018-19, the SSAT awarded the school Exceptional Education Awards at Transforming Level in: 'Engagement with Key Stakeholders', 'Climate for Learning' and 'Leadership through Moral Purpose'. In 2019-20, the SSAT awarded the school two further Exceptional Education Awards at Transforming Level in 'Professional Development' and a 'Variety of Teaching Approaches'. In 2020-21, the SSAT awarded the school another Exceptional Education Award at Transforming level in Wellbeing. An OFSTED inspection in October 2021 graded the school outstanding in 'Behaviour and Attitudes', 'Personal Development' and 'Leadership and Management'.



St Richard's Mission Statement

Comitas, Scientia, Caritas

St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.

Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.

We enable all to flourish and grow together in friendship and in faith.

We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.

We endeavour to cherish our school motto of Community, Knowledge and Charity.



***'I have come so that all may have life, and have it to the full.'* (John 10:10)**

Christian Values

Parents/Carers choose to send their children to St Richard's because they want them to be educated in the Catholic faith. We have an active and vibrant religious life and we are lucky to be supported in that by our local clergy. They regularly visit the school and are available to provide advice and practical help for pupils, staff and parents. Our Lay Chaplain enhances this area of school life.



The school day begins and ends with a prayer or reflection. We hold daily assemblies and encourage pupils to participate through preparing and presenting themes or by providing music for the hymns. Regular masses are held and we have a new chapel where pupils can pray alone or in a group. We also run retreat days and residential weekends designed for contemplation and deepening faith. Pilgrimages are organised to Lourdes and Rome.

A pupil liturgy team enables pupils to make an impact on the development of the spiritual and liturgical life of the school. The Liturgy Captain and Deputy Liturgy Captain make valuable contributions into all whole-school services.

The RE department was rated 'Outstanding' in our most recent Diocesan inspection (November 2018). The department seeks to help pupils explore their own spiritual journey whilst having the dual role of ensuring academic excellence at GCSE. Opportunities to put 'Faith into Action' and to learn from other religions are always sought in the RE curriculum.

We strongly encourage parents/carers to participate in school and community religious activities to support their child and show by example how to be a committed Christian.

Prayer of St Richard

Thanks be to Thee my Lord Jesus Christ
For all the benefits Thou hast given to me,
For all the pains and insults Thou hast borne for me.

O most merciful redeemer, Friend and Brother
May I know Thee more clearly,
Love Thee more dearly
And follow Thee more nearly.

Amen



Governors

We have an active, efficient and supportive Governing Body with a range of experience, including co-opted Governors.

'Governors are deeply committed to their mission to lead and serve. They are dedicated to the development of the Catholic life of the school.' (Diocesan Inspection Report, 2018)

'Governors are effective in their role in both supporting and challenging the senior leaders.' (Diocesan Inspection Report, 2018)

The Curriculum

We provide a learning programme that is broad, balanced, motivating, engaging and ambitious for all learners, a programme relevant to young people living in the 21st Century.

In the first three years, pupils study a wide range of subjects incorporating Religious Education, Maths, English, Science, History, Geography, a Modern Foreign Language (French, German or Spanish), Design & Technology, Computing, PSHEe, PE, Drama, Music, Art and Dance.



In Years 10 and 11, pupils are offered a curriculum that embraces opportunity and excellence. This curriculum is designed to give pupils the necessary skills for life-long learning and prepare them for the work place. The core curriculum includes: Religious Education, English Language and English Literature, Mathematics, Science (Triple or Double), History or Geography, Physical Education and Personal, Social, Health and Economic Education including Relationships and Sex Education and Work Related Learning.

In addition to the Core Subjects there are two or three learning pathways that offer an element of choice, but also ensure that each pupil has the opportunity to achieve an Ebacc qualification.

Pathway 1

Pupils continue with the Modern Language option made during Year 7: either French, German or Spanish.

Option A Subjects: Geography, History

Option B Subjects: Art, Business Studies, Computer Science, Design & Technology, Drama, Food Preparation and Nutrition, Media Studies, Music and PE/BTEC Sport.

Pathway 2 (for pupils not studying a MFL in Key Stage 4)

Option A Subjects: Geography, History

Option B Subjects: Art, Business Studies, Computer Science, Design & Technology, Drama, Food Preparation and Nutrition, Media Studies, Music, PE/BTEC Sport.

Option C Subjects: Cambridge National iMedia, BTEC Sport, BTEC Travel and Tourism, BTEC Performing Arts, Business Studies.

In addition, two optional GCSEs are run after school in Geology and Dance for interested pupils and some Year 9 pupils study GCSE Statistics.

Year 10 pupils participate in a Work Experience placement and have access to Enterprise Learning where they develop skills in team-working, problem solving and assertiveness. We support Year 11 in choosing the most appropriate A-level or vocational course, including Apprenticeships and T Levels.

Stretch and Challenge for All Pupils

We aim to extend and challenge all pupils so that every child's potential is realised. This includes providing variety in teaching and learning with suitable challenges to stretch and extend pupils in lessons (for example, more advanced reading material, more difficult lesson tasks which develop skills of critical thinking and independence) and enrichment activities. Each teacher is responsible for the early identification and monitoring of pupils who have particular strengths in a subject so that they can be provided with additional learning materials which significantly challenges them to make exceptional progress, and thereby avoid any stagnation in learning.



Organisation of Teaching Groups

Most subjects prefer to teach mixed ability groups at Key Stage 3 with the exception of maths. At Key Stage 4, some subjects are taught in setted groups, whilst the learning pathway groups are mixed ability.



Special Educational Needs

Our aim is to develop the full potential of SEND children. We have a dedicated Special Educational Needs department and offer access to a broad and balanced curriculum through a variety of methods including grouping, in-class support and occasional withdrawal for individual support. Our Teaching Assistants develop their own specialist knowledge within the departments to which they are attached. They focus on ensuring that pupils become independent learners with high levels of confidence and self-esteem.

Homework

Pupils are given a homework timetable and the homework itself is published on Edulink. Pupils and parents are given logins enabling homework to be supported and tracked at home. Pupils in Year 7 also receive a journal in which to record extra notes, important events and track rewards. Parents/carers are asked to sign this journal weekly in Year 7. From Year 8, pupils use an online journal only. Year 7 pupils can expect to spend an average of 30 minutes on each homework subject with the time increasing from Year 8. We have provision at St Richard's to complete homework at school in Prep Club or Prep Club Plus. Prep Club Plus is designed for pupils with additional needs and has support staff on hand to help pupils with their homework. Senior Leadership and specialist teachers are looking at the implications of AI on learning and homework.

Personal, Social, Health and Economic Education (PSHEe)

Our pupils leave St Richard's with more than academic achievements. A five-year PSHEe programme teaches them the value of being a good citizen, keeping safe and healthy, playing a role in the community and social skills.

Each pupil is assigned a Form Tutor when they start the school. These Tutors lead them through the programme, which is evaluated each year. Issues covered include the environment, health and hygiene, careers guidance, safety, tolerance, relationships and economic and political awareness.



Assessment

Pupils' work is regularly assessed in line with the Feedback and Assessment Policy. Pupils are encouraged to peer mark, self-assess, review progress and respond to feedback from the teacher so that they are involved in their own progress. For pupils under-achieving in a number of subjects, a plan of intervention is put in place.

The CREST

At St Richard's we believe that the development of the whole child is fundamental to all we do. We seek to find ways to celebrate successes outside of the classroom and in doing so help foster confident, emotionally resilient and happy individuals.

The Crest ([here](#)) is a way of celebrating a child's wider development. Our pupils work towards it during their five years with us. To achieve The Crest, pupils will have to have taken part in a range of activities to include: leadership, enrichment in sport or the Arts, charity work, peer support and work related learning. Special Awards ceremonies will be held for those who achieve the full Award and families will be invited to come in and celebrate this achievement.

Uniform/Appearance

A high standard of uniform and appearance is expected. Uniform must be worn in its entirety. Jumpers may be removed in the summer term, following the Principal's directive. Hairstyles must be of a conventional nature. Girls' hair should be neatly tied back. Boys must have short hairstyles (minimum grade 3). Regardless of gender: tram-lines, wedges, undercuts or shaved hair are not permitted. Styling products are not permitted and neither are hair extensions. It is acknowledged that textured hair is an important part of a pupil's racial, ethnic and cultural identity and requires specific styling for hair health and maintenance and therefore in such circumstances braids and corn rows can be worn. Braiding must be an appropriate length and match natural hair colour. Beading is not permitted. Pupils must be clean shaven. Uniform rules are not open to question, interpretation or negotiation.



Learning Beyond the Classroom

We believe that pupils can learn as much outside the classroom walls as inside. We therefore place strong emphasis on providing a range of extra-curricular activities with broad appeal. Such is the breadth and quality of this programme that it has earned us recognition from Education Extra and Sport England in the past. We have been awarded Healthy Schools Silver Award, Artsmark Gold Award, Space Education Quality Mark and International School status.

Here is just an overview of some of the activities offered:

Clubs and Activities

The following clubs take place after school or in the lunch hour:

<i>Athletics</i>	<i>Trampolining</i>	<i>Public Speaking</i>
<i>Netball</i>	<i>Karate for self-defence</i>	<i>MFL</i>
<i>Fitness Training</i>	<i>Power Hooping</i>	<i>Drama</i>
<i>Basketball</i>	<i>Gymnastics</i>	<i>Young Investigators</i>
<i>Dodgeball</i>	<i>Art</i>	<i>Theatre Visits</i>
<i>Rugby</i>	<i>Design & Technology</i>	<i>Interact</i>
<i>Football</i>	<i>Creative Writing</i>	<i>School Council</i>
<i>Dance</i>	<i>Chess</i>	<i>Duke of Edinburgh</i>
<i>Rounders</i>	<i>Orchestra</i>	<i>Maths Challenge</i>
<i>Cricket</i>	<i>Choir</i>	<i>Film Club</i>
<i>LAMDA</i>	<i>Gardening</i>	<i>Electronics</i>



Trips

Our pupils have had the opportunity to visit Austria, Rome, Normandy, Barcelona and Aachen. Departments run regular weekend trips including retreats, field trips, theatre and dance trips and expeditions for the DofE Award.

Sports

All pupils are encouraged to participate in extra-curricular sporting activities and we try to provide something to interest everyone. Early morning, lunch-time and after-school clubs focus on activities ranging from basketball to table tennis and include dance, rounders, rugby, athletics, handball, cross country, football, hockey, trampolining, gymnastics, cricket and fitness training. Through participation in, and enjoyment of, a variety of activities pupils are encouraged to develop their talents, character and sportsmanship within the Christian ethos of understanding and tolerance. Pupils who show a particular aptitude for a sport may be selected for school teams and play competitively against other schools or within school in inter-form and House matches. We are pleased to report that a number of our pupils have been selected to represent the area and County and have won a number of honours outside school.



Drama

Drama, like Music, forms part of the school curriculum with the option to take both subjects at GCSE level. However, pupils with a particular interest can also attend clubs at lunch-time and after school and get involved in productions. In recent years the school has presented a number of musicals including: 'Footloose', 'Bugsy Malone', 'Grease'. 'Our House', 'Thoroughly Modern Millie', 'Little Shop of Horrors', 'Annie', 'Oliver', 'Godspell', 'The Wiz', 'Back to the 80's', 'West Side Story', 'Return to the Forbidden Planet' and 'Disco Inferno'. Other performances include Shakespeare's 'A Comedy of Errors', 'A Midsummer Night's Dream', 'Richard III' and 'Macbeth'.

Music

We have excellent facilities to promote and develop learning and a love of music. In addition to two spacious teaching areas and numerous practice rooms, our music suite is equipped with a recording studio and computers, running industry-standard software.

The work of our specialist music teachers is supported by the teaching of peripatetic teachers of guitar, piano, woodwind, brass, strings, percussion and voice. Pupils are strongly encouraged to make use of this facility.



The Music Department has a busy schedule of extra-curricular activities including two choirs, an orchestra, songwriting club, 'Music Boost', an after school club which provides additional support to our GCSE music pupils, and various ensembles created to meet the needs and interests of the current cohort. Pupils are encouraged to perform in front of their peers at assemblies and Masses and in front of the wider community at events such as The Holocaust Memorial Event, the Eastbourne Prom Concert, Summer Sing, HCPT Carol Concert at Westminster Cathedral and at Parish events from Mass to Advent Services.

Fundraising for Charity

We promote a strong ethos of community living, whether that community is the school or the local, national and global community of which we are all part. Pupils are therefore encouraged to support charities and do something to help others. Each year the school comes together to raise funds for Surviving Christmas in support of the homeless. Mufti days have raised money for charities such as St Michael's Hospice, CAFOD/DEC and Macmillan Cancer Support. Every two years we hold a secret postcard auction in memory of Year 8 pupil, Sophie, who died of cancer; to date, over £80,000 has been donated to the Royal Marsden Cancer Trust.



We also have an annual fundraising project to sponsor disabled children travelling to Lourdes at Easter and to subsidise the transport costs of some of our Year 11 pupils who act as helpers. In addition, each year group adopts its own charity to support. In past years, Water Aid, CAFOD, Guide Dogs for the Blind, Demelza House, Brain Tumour Research and Chestnut Tree House have benefited in this way.

School Council

Pupils have an opportunity to raise matters of concern through our School Council, the aim of which is to represent the views of pupils to the staff and Leadership and Management Team. Each year group has representatives on the School Council which meets monthly, promoting active citizenship. Additionally, each year group has its own Year Council which meets regularly with the Pastoral Leader. The aim of the Year Council is to organise charity and social events and to raise issues that concern form groups. We have many pupil councils such as: Anti-Bullying Ambassadors, Wellbeing Ambassadors, Recycling Champions, the Equalities group and the Interact group.

Pupil Welfare

Each child is assigned a Form Tutor when they begin at St Richard's. This Form Tutor monitors the child's progress, behaviour and welfare throughout school life. Pastoral Leaders, a Mental Health Lead and other designated pastoral staff support Form Tutors in their work and seek to develop a unity and sense of belonging amongst each year group. We also have a full time Pastoral Support Manager whose role is to support the Pastoral Leaders, Pastoral TAs and the Designated Teacher of Looked After Children in removing barriers to learning. There is also a network of external support agencies which include a Counsellor, who comes into school on a weekly basis, a youth worker from the Young Carers charity and the Community Health Nurse, all of whom support our staff in caring for the welfare of pupils.

Counsellor

Our Counsellor provides a confidential counselling service to all pupils. Pupils may request an appointment themselves by alerting their Form Tutor or Pastoral Leader either in person or via email, or may be referred by staff, fellow pupils or parents. This allows them a safe and private place to explore any difficulties they may have. The issues they may bring can be wide-ranging, for example loss or bereavement, lack of confidence or self-esteem and relationships at home or school.

Child Protection/Safeguarding

In all the work we do we see the rights, safety and welfare of our pupils as paramount. This means that sometimes we have to take actions which some parents and carers could find threatening. In such cases we work for a mutual understanding. We explain our professional responsibilities and we give every reassurance as to our motives but we always stress that, for us, a pupil's needs have to come first. A copy of our latest Child Protection and Safeguarding policy can be found on the school website.

Anti-Bullying

Every pupil has a right to learn and to feel safe, happy and secure in their learning environment. We have zero tolerance to bullying behaviour and expect parents/carers and pupils to notify us immediately if there is a problem. We define bullying as the persistent attempt to make someone unhappy. Further details can be found in our Friendship and Anti-bullying policy located on the school website. We have a 'WHISPER' anonymous reporting tool that pupils can use to raise concerns.

Attendance/Punctuality

We have a rewards system in place for good attendance. Pupils who achieve 100% attendance for the whole school year receive a voucher and a certificate as well as House Points for excellent weekly attendance. As a school we consider attendance that drops below 96% to be a concern and a major barrier to learning. Punctuality is monitored. Pupils who are late on more than two occasions without a reasonable excuse are given 24 hours' notice of a one hour detention.

School meals

We have a cafeteria that provides a breakfast service, snacks at morning break and a varied lunch-time menu. Facilities are available for pupils who prefer a packed lunch. No-one is allowed home for lunch. Menus are published on the website. Working in partnership with our catering contractor, Chartwells, the school operates a cashless catering system.

Conduct and Discipline

At St Richard's we have in place a Code of Conduct. This enables us to safeguard the right of every child to learn without hindrance. It also ensures our pupils learn self-discipline and the need to take responsibility for themselves and their actions. These are lessons that will serve them well through life. The basic principle of the Code of Conduct is 'respect for the person and respect for a person's property'. Pupils must:

- Show respect and kindness to staff and their peers at all times.
- Act in such a manner that ensures all who come to St Richard's are able to flourish and grow together in friendship and in faith.
- Take responsibility for themselves in terms of learning, conduct, homework, uniform and organisation.
- Respect and not interfere with another person's property or their right to learn.
- Exercise respect of one another's differences.
- Be committed to working together to make positive differences to our community and to the society in which we live.
- Work together to uphold our school motto of *Comitas, Scientia, Caritas* (Community, Knowledge, Charity).

As we are a Catholic school we expect pupils to abide by Christian principles and to show respect and concern for the wider community.

Consequences

A range of consequences exists from the withdrawal of certain privileges to putting a pupil on a subject or behaviour report. Behaviour points may be given for poor behaviour or lack of effort. If a pupil is put in detention after school, parents will be notified in writing at least 24 hours before and given the reason for the punishment.

Serious and persistent offenders may find themselves suspended from school for a period of time. We monitor and discuss pupils' behaviour at regular Pastoral Care Meetings and at Form Tutors' Meetings. We aim to get to the root cause of bad behaviour and deal with it before it develops further.

Rewards

As a school concerned with the development of the whole child, we recognise that all children have gifts which must be nurtured. We aim to celebrate all achievements. House Points are awarded for success, hard work, participation and kindness. Rewards also exist in the form of: praise, responsibility, representative honours, prefect status, reward stickers, postcards home, tuck/lunch passes, certificates, excellent attendance certificates and annual school prizes for achievement, effort and service.

Parents and the School

Parents/carers play an integral role in the success of St Richard's. We want them to feel part of school life and we aim to keep them fully informed of what's happening in school and how their child is progressing. We also welcome their ideas and input.

Each term, we publish an online newsletter telling them about any important issues and developments within school and the wider educational world. The newsletter also details major forthcoming events and activities. It also provides parents with feedback on surveys that they fill in at different points of the year.

Parents are kept fully up-to-date on their child's progress through school with Parents' Evenings, held annually and twice yearly in Year 7. Curriculum Information Evenings are held to update parents on any important curriculum changes or innovations in relation to a particular year. We also organise evening events related to emotional health, internet safety, positive parenting, drugs awareness and how to help children to revise using staff and external speakers.

Parental Focus Groups

A morning and evening Parental Focus group meet informally each term to discuss school life and aspects of school improvement. This input is invaluable in helping the school evaluate and review its practices. Attendance by parents/carers is voluntary.

Parent, Teachers and Friends Association (PTFA)

The PTFA plays a key role in strengthening links between home and school and enables parents to play an active part in the working of St Richard's. The PTFA organises social functions and is present at many school events providing support and refreshments.

The PTFA also contributes to the development of the school. It has purchased picnic benches, football goals for the field, musical instruments, equipment for Design & Technology, Art and other subjects, medals, a House Cup for Sports Day and awnings to provide shade. It has also made a donation towards equipment for the sports hall and it pays for the annual lease of one of our minibuses.



The School Site

The school building is a pleasant brick building with excellent specialist accommodation and sea views. The school has undergone several extensions to offer the specialist facilities pupils need today. This includes seven laboratories that have been refurbished, and a well-equipped Design and Technology area. Facilities for Art, Textiles and Pottery are provided. We have an Assembly Hall, a Chapel, a Library, a Drama Studio, a Dance Studio, a Music Block equipped with a recording studio and practice rooms, and a Fitness Suite. ICT has three large, well-equipped rooms. Lifts have been provided to allow for disabled access. In 2019, we built a 4-court sports hall and in 2022 a chapel was constructed on the side of the field which has a multi-purpose use. Annually, improvements are made to the fabric of the building to ensure that pupils and staff have comfortable facilities in which to work. Outside, the school has three all-weather playing surfaces and a netball area. The playing field area is extensive and includes football, rugby and cricket facilities. Pupils are encouraged to take an interest in their environment and be responsible for it. We have been awarded The Green Flag with Distinction Level by Eco Schools for environmental work.

What pupils, parents and staff say about St Richard's:

“
Our teachers are reflective, they always think of the pupils' different learning styles.
”

“
We have a really good disciplinary structure - somehow it just works! There is a no bullying culture here: there is a real consistency throughout the school with all staff.
”

“
Being a St Richard's pupil means that you will be held up to high expectations, but high expectations lead to successes. Never give up and, most importantly, believe in yourself.
”

“
St Richard's is a unique place. We are a very close-knit community, all pupils can be themselves. It is a positive place to be and we are all really supportive of each other.
”

“
Since Year 7, St Richard's has provided my peers and I with excellent resources to prepare us for the adult world. With a multitude of extra-curricular activities on offer, St Richard's has made me the person I am today, giving me confidence, knowledge and so many opportunities.
”

“
This is a very special secondary school where everyone is valued.
”

“
I enjoy working with a group of like minded people committed to the pursuit of academic excellence and who take a relentless, ambitious approach to what young people can achieve for the benefit of themselves and others. It is a place of energy, passion for learning and strong, joyful relationships between staff and pupils.
”

“
There is a fully comprehensive PSHEe/RSE curriculum map in place throughout the school divided into three key areas: Physical Health and Wellbeing, Relationship and Sex Education and Living in the Wider World.
”

“
St Richard's is the place where ordinary becomes legendary, competitions become ambition and dreams become successes. It is where confidence is grown, individuals flourish and victories are celebrated. It is a community of endless opportunities, joyous moments and a few pizzas!
”

“
During lockdown we really appreciated what our teachers were doing for us to keep up-to-date and to keep us in touch with them and each other.
”

“
St Richard's is a school in which I have been given the tools, encouragement and opportunities to strengthen my knowledge and become truly successful. The school is more than simply a location on a map, it is a family, with faith guiding all that we do.
”

“
A school that I trust to give my child every opportunity to grow and flourish in an environment that encourages a love of learning, promotes an interest in hobbies, talent development and wider experiences and works with me, as a parent, to instill strong moral awareness and the importance of being kind. A happy place to support a child's growth.
”

“
From the first day of Year 7, I have felt accepted into the community of love and learning which is St Richard's. If this wasn't enough, I was overwhelmed by the amount of clubs I was offered. What I am trying to say is that there is never a dull moment at St Richard's and being taught is a great experience.
”

Further Information

If you would like further information visit our website at www.strichardscs.com where you will find our School Handbook, the latest newsletters and other details about school life. You are encouraged to read a sample of our newsletters to get a feel for the school and all it achieves (available [here](#)). The Arundel and Brighton website also has information which you will find useful, especially the section on the Education Service (available [here](#)).



ST RICHARD'S CATHOLIC COLLEGE



St Richard's Catholic College
Ashdown Road, Bexhill-On-Sea, East Sussex TN401SE

Tel: 01424 713070

Email: admin@strichardscc.com

www.strichardscc.com

Three Year College Improvement Plan 2021-2024

Overview

<p>Strategy A: To uphold the highest expectations and success culture within the school to support and inspire all pupils to achieve and optimise their life chances, cultural capital and post 16 opportunities</p> <ol style="list-style-type: none">1. Set appropriate targets that lead to outcomes in line with the top 5% of progress nationally.2. To embed the curriculum and assessment systems to optimise the life chances of our pupils.3. Implementing effective tracking and intervention systems that improve pupil progress.4. To increase the impact of monitoring, enhancing the process for managing school improvement through effective self-evaluation.5. Strengthen literacy, oracy and numeracy across the school community.	<p>Strategy B: To ensure that every learner develops leadership potential and all participants are empowered to support driving the school forward</p> <ol style="list-style-type: none">1. To strengthen opportunities for training and leadership roles for Governors, staff, parents and pupils.2. To increase the impact of Continued Professional Development (CPD).3. To support the Governing Body in leading the strategic direction of the school, including exploring Trust status following publication of The White Paper.4. To strengthen the impact of collaborative partnership working across AG3 and County.
<p>Strategy C: To enhance the principles and practices of our Christian community</p> <ol style="list-style-type: none">1. To deepen the pupils' and staff's spiritual, moral, social and cultural development.2. To ensure that high emphasis is put on the personal development of pupils and, in doing so, strengthen our inclusion practices in a cohesive, safe and happy environment.3. To develop character education to increase cultural and social capital and to promote respectful relationships, resilience and self-confidence in our pupils and staff.4. To prepare pupils for their safe participation and contribution to a diverse and changing global community.5. To continue to develop a school environment reflecting the role of all as stewards of God's earth.	<p>Strategy D: To enhance the quality of teaching and lifelong learning</p> <ol style="list-style-type: none">1. To enhance the quality of teaching and lifelong learning2. To develop enhanced pupil self-regulation and metacognition skills3. To continue to strengthen Careers Education, Information, Advice and Guidance (CEIAG) through community, alumni and employer links4. To embrace emerging technologies to facilitate outstanding learning within and beyond the classroom.

**Priority tasks from the Three Year College Improvement Plan
(2021-2024)
Year Two - 2022-2023**

Strategy A: To uphold the highest expectations and success culture within the school to support and inspire all pupils to achieve and optimise their life chances, cultural capital and post-16 opportunities	RAG-CODE
1. Attainment 8 target of 6.0 for Year 11 2022-23 with other year groups making progress towards this target, and reducing the progress gap for all groups of pupils including PP, SEN and gender (boys).	
2. To embed a relevant, challenging and robust assessment system that leads to impactful intervention, where appropriate.	
3. Strengthen the impact of oracy, literacy and numeracy initiatives across the curriculum.	
Strategy B: To ensure that every learner develops leadership potential and all participants are empowered to support driving the school forward	
1. To continue to strengthen the impact of CPD on teaching & learning, leadership skills and outcomes for pupils of all abilities.	
2. To ensure all staff are able to talk confidently about the intent, implementation and the impact of their curriculum planning.	
Strategy C: To enhance the principles and practices of our Christian community	
1. To ensure robust safeguarding that continues to focus on healthy lifestyles, relationships education, diversity, wellbeing and positive mental health.	
2. To develop further inclusive opportunities for spiritual growth and reflection, both in and outside of the school environment.	
Strategy D: To enhance the quality of teaching and life-long learning	
1. To strengthen pedagogy in key areas to maximise pupil progress: <ul style="list-style-type: none"> a) Feedback b) Inclusive teaching and learning c) Stretch and challenge 	
2. To address the area for development identified by OFSTED (2021) in relation to feedback and assessment.	

School staffing structure for 2022-23

School Structure - Teaching October 2022

Leadership Scale

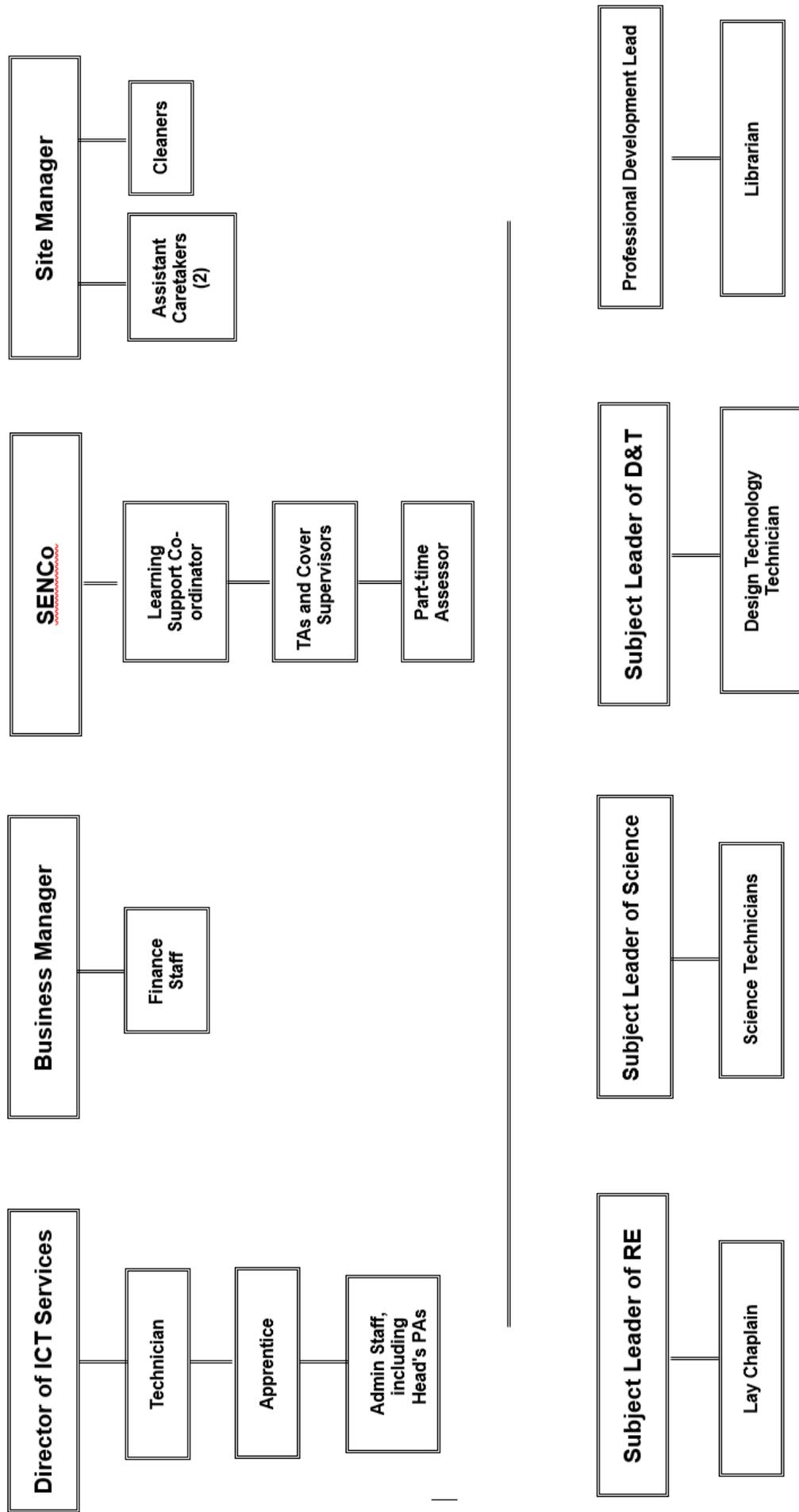
Principal

Vice-Principal - Assistant Principal - Assistant Principal - Assistant Principal

Assistant Principal - Assistant Principal

- 1b Pastoral Leader: Year 7 / Transition / KS2/3 Coordinator
- 1a Subject Leader: English
Professional Development Lead
Curriculum Lead/Timetabler
- 2c Pastoral Leader: Year 9
Pastoral Leader: Year 8
SENCO
Subject Leader: RE
Subject Leader: PE
Subject Leader: History
Subject Leader: Music/Liturgy
Subject Leader: Design & Technology
- 2b Subject Leader: Computing
Second in Maths department
KS RE and PSHEe Co-ordinator
Second in RE Department and Professional Development Tutor
KS4 Science Lead with Astronomy
KS3 Science and Curriculum Enrichment Co-ordinator
- 2a Head of French
Head of German
Head of Spanish
KS Co-ordinator –PE
KS3 Co-ordinators – Design Technology / Maths
2nd in Department – Computing and Teacher in Charge of Business Studies/MFL
Co-ordinator of Duke of Edinburgh and Outdoor Learning
Careers Lead
Publicity Co-ordinator
Pupil Leadership Co-ordinator
TUPR 5
TUPR 3
TUPR 1
Mainscale
Unqualified

Support Staff Structure – October 2022





Benefits of working at St Richard's Catholic College

Working in a school can be tough as well as extremely rewarding. As a Catholic school, we endeavour to look after one another as a family would. Your wellbeing and professional development are important and we do all we can to provide excellent facilities in which to work.

Superb working conditions

- All staff have a laptop
- Generous non-contact time
- Secure free car parking for all members of staff
- Excellent staff facilities including free tea and coffee and microwave and fridge in the staffroom
- Staff Welfare team which provides gifts, flowers and cards for leavers and staff with significant life events
- Occasional social activities eg Friday after school football, staff choir, Christmas party, informal nights out
- Child care voucher scheme
- LMT doors are always open to listen to your concerns or share your successes
- Duties: one break weekly and after-school 3 x a year for ten minutes
- Excellent teaching facilities with most staff having their own classroom
- Supportive of part-time working
- Ensuring equality and diversity is a priority
- Governors focused on Staff wellbeing
- Free confidential counselling provided on request
- Access to fitness suite before and after school

A thriving community where you can enjoy teaching and develop your career

- Oversubscribed school with close links with the community and supportive parents/carers
- Exemplary pupil behaviour which is always commented on by visitors
- Extensive range of extra-curricular activities and enrichment
- Workload is constantly being reviewed e.g. email protocols to reduce number of emails, assessment policy to reduce time spent marking



- Lessons are taught by subject specialists
- Many opportunities to work with pupils and participate and support local, national and international fundraising and awareness opportunities
- Lay Chaplain available to offer confidential support
- Mentors for staff where requested

A serious commitment to professional development

- New staff induction programme – September - December
- Appraisal that is focused on developing teachers' careers in the areas that they wish
- Bespoke professional development opportunities – Masters, NPQs, exam board training, twilight inset, 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 facilitation of Inset

This is by no means an exhaustive list and wellbeing is very much a fluid offer that adapts and changes to the needs of staff and pupils at St Richard's constantly. We look forward to welcoming you into our Catholic community and hope you have some creative ideas to share that will enhance our offer further.



Job Description

Job description: Principal/Headteacher

Job details

Salary:	Group 6 L29-35
Contract type:	Full-time, Permanent
Reporting to:	Board of Governors

Introduction

This appointment is with the Governors of the school under the terms of the Catholic Education Service contract signed with the Governors as employers. The Governors 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 Governing Body, the Diocese, the Local Authority, the staff of the school, the parents of its pupils and the parish/es served by the school.

Main purpose

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 Diocese of Arundel and Brighton;
- religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
- collective 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.

The headteacher is the leading professional in the school. Accountable to the Governing Body, the headteacher provides vision, leadership and direction for the school and ensures 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.

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 to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

Key areas and responsibilities (Headteacher Standards 2020)

School culture and ethos

The headteacher will:

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

Curriculum and Teaching

The headteacher will:

- Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship 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, purpose and aims of the school.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing, taking full account of the school's Catholic foundation.
- Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

Organisational effectiveness

The headteacher will:

- Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context.
- Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Governance and Accountability

The headteacher will:

- Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
- Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

- Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
- In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.
- Liaise with the Diocese and local Catholic feeder schools to become part of the BOSCO CET by 2030.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Person Specification

Diocese of Arundel & Brighton

St Richard's Catholic College

PRINCIPAL PERSON SPECIFICATION

Introduction

The Governing Body and the Diocese acknowledge the importance of the role of the Catholic Principal and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate, who must be Roman Catholic.

This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for leaders of Catholic schools in ensuring that they meet the same expectations as leaders of all schools, while serving the specific mission of the Church in education.

It is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

Person Specification for Headteacher

Seeking Catholic leaders who think strategically by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every pupil and stakeholder within the context of the mission of a Catholic school.

This person specification is based on The Headteacher Standards, updated by the Department for Education in October 2020.

Measured	Attainment and Experience	Essential	Desirable
AF / C	Qualified Teacher Status	✓	
AF / C	Good honours degree	✓	
C	Masters Degree Level		✓
I	Ability to meet and uphold the Headteacher Standards	✓	
AF / C	National Professional Qualification for Headteachers (NPQH)		✓
AF	Appropriate professional development and updating related to school leadership, curriculum, and teaching and learning	✓	
AF	Appropriate experience of the phase and age range	✓	
AF / C	Evidence of continuing professional development relating to Catholic ethos, mission and religious education, e.g. CCRS		✓
AF	Senior management experience in a Catholic school or is able to demonstrate sound understanding of the aims, organisation, leadership and governance of a Catholic school	✓	
Measured	Faith Commitment	Essential	Desirable
I / R	Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and / or national levels	✓	
AF / I	Has a secure understanding of the distinctive nature of the Catholic school and Catholic education and an understanding of the leadership role in the spiritual development of pupils and staff including leading acts of worship	✓	
AF	Understands the role of the Governing Body in a Catholic school in preserving and promoting the school's Catholic character		✓
I / R	Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion	✓	
AF / I / R	Evidence of participation in the faith life of the community	✓	
Measured	Domain 1: Culture and Ethos (School Culture, Behaviour, Professional Development)	Essential	Desirable
AF / I	Can develop a strategic vision in the light of national, diocesan, technological and societal advances affecting education	✓	

AF / I	Can create a culture where pupils experience a positive and enriching school life and promote respectful relationships across the school community and a safe, orderly, and inclusive environment	✓	
AF / I	Can show evidence of ability to uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	✓	
I	Can ensure a culture of high staff professionalism	✓	
AF / I / R	Can establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	✓	
I / R	Can ensure that adults within the school model and teach the behaviour of a good citizen	✓	
AF / I / R	Can prioritise the professional development of staff by ensuring access to high-quality, sustained professional development (local and national) that is effectively planned, delivered and evaluated, consistent with the approaches laid out in the Standards for teachers' professional development	✓	
Measured	Domain 2: Curriculum and Teaching (<i>Teaching, Curriculum and Assessment, Additional and Special Educational Needs</i>)	Essential	Desirable
AF / I	Can establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	✓	
AF / I	Can ensure a broad, structured, inclusive and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	✓	
AF / I	Can establish effective curricular leadership, developing Subject Leaders with high levels of relevant expertise with access to professional networks and communities	✓	
AF / I	Can ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading	✓	
AF / I	Can ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum and can ensure effective use is made of formative assessment	✓	
AF / I / R	Can establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	✓	
AF / I / R	Can ensure the school has ambitious expectations and works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate	✓	
AF / I	Can ensure the school fulfils its statutory duties	✓	

Measured	Domain 3: Organisational Effectiveness <i>(Organisational Management, School Improvement, Working in Partnership)</i>	Essential	Desirable
I	Can ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	✓	
I	Can prioritise and allocate financial and other resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds		✓
I	Can ensure staff are deployed and managed well with due attention paid to workload	✓	
I / R	Can establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	✓	
I	Can ensure rigorous approaches to identifying, managing, and mitigating risk	✓	
AF / I	Can make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement	✓	
AF / I	Can develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and lead to sustained school improvement over time	✓	
I / R	Can forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	✓	
AF / I / R	Shows commitment to work successfully with other schools and organisations in a climate of mutual challenge and support	✓	
I / R	Can establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	✓	
Measured	Domain 4: Governance and Accountability	Essential	
I / R	Can establish and sustain professional working relationships with those responsible for governance and by upholding their obligation to give account and accept responsibility	✓	
I	Can ensure that staff know and understand their professional responsibilities and are held to account	✓	
I / R	Can ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	✓	
I	Can work in partnership with local Catholic schools and the Diocese to ensure best joint working practice and optimal outcomes for pupils.		✓

Measured	Domain 5 Safeguarding Children: Safer Recruitment and Selection	Essential	
I / R	<p>In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. • Understands the statutory role of the DSL 	✓	

Measured by Application Form (AF) Interview (I) References (R) Certificates (C)



Equal Opportunities Statement

All children and adults are of equal human worth in the eyes of God although they all have very different talents and abilities.

Providing equality of opportunity does not mean treating everyone as if they were the same. We celebrate the uniqueness of every individual and respond to their needs and abilities in order to develop each and every one of them to fulfil their potential.

Effective planning and assessment leading to appropriate differentiation is one way of addressing equal opportunities within the school in the classrooms.

However, we must be prepared to recognise that in our wider society there are injustices and prejudices which need to be discussed and which schools need to attempt to counter. Everyone at St. Richard's Catholic College, adult and child, should have fair opportunities to progress and develop unhindered by prejudice and discrimination.

We are engaged in a commitment to justice and peace in a community of love where we take a stand against discrimination of any kind, and according to current legislation.

Specific policy points for the Governors' Personnel Committee

1. The Personnel Committee will work within the provisions of Employment Legislation and Equal Opportunities Legislation.
2. The Personnel Committee is prepared to abide by Equal Opportunities Policy statements from the Diocese of Arundel and Brighton and East Sussex County Council and by the provisions for Justice and Peace outlined in the documentation of the Roman Catholic Church.
3. The overriding principle is that jobs should be filled by those best able to do them.
4. Every possible step will be taken to ensure that school staff and potential staff are all treated equally and fairly and that all employment decisions including those on recruitment, selection, promotion, training and career development, are based solely on job-related objective criteria.
5. Governors are committed to the most effective use of human resources.
6. Governors are committed to the monitoring and evaluation of equal opportunities issues and to action as the need arises.
7. Governors accept the detailed provisions and supplements of the County Council's policies. However, in our commitment to these policies and principles we reserve the right to maintain our distinctive Catholic ethos.

Notes of guidance for applicants

The following guidance is intended to help candidates in completing their applications:

Shortlisting is carried out by comparing the information provided by the application form and the letter of application against the person specification which is drawn up by the selection panel.

The Form

It is imperative that the [application form](#) is completed in full and signed. Follow the instruction to use black ink or typescript as your form will be photocopied.

When completing your application, it is very important that you relate your skills, experience and abilities against the person specification, identifying against each criteria examples of your expertise. The shortlisting panel cannot guess or make assumptions.

Please do not attach a previously prepared CV as an alternative. It is important that we are able to compare candidates' experience by drawing on the same range of information. Statements in support of an application will often need to be longer than the space provided on the form and these should be attached to the application on a separate sheet.

Do not include photocopies of open testimonials. We will always write to your current or previous employer for a professional judgement of your suitability for the post. If you have been employed in your present school for less than five years, the Governing Body may wish to seek further supporting information from your previous employer(s).

Your Supporting Information

In your supporting information, you are expected to address the following:

- Your educational philosophy.
- Your evidence of leadership success with examples from your current school that would qualify you for the role of Principal.
- How you would plan to take this high-performing school forward over the next five years.
- How you would ensure that the quality of education is viewed as outstanding in its next inspection

The selection panel will need to see how well you have focused your application on the issues presented in addition to relating your skills and knowledge to the person specification.

Referees

The Governing Body will seek references from your current employer, the Local Education Authority and a priest nominated by you. This should normally be the priest leading the Eucharistic Community which the applicant usually attends.

Qualifications

Please bring documentary evidence of your qualified teacher status and any other relevant qualifications (excluding GCSE 'O' and 'A' Levels), including evidence of NPQH, if applicable, to the interview. The selection panel will need to see the original certificates. If you are successful, a copy of the certificates will be placed on your school file.

Medical Details and Criminal Records Bureau Disclosure

If you are successful in your application, you will be asked to complete further forms requesting confidential personal information in these areas. An offer of contract will be subject to satisfactory clearance.

Asylum and Immigration Act 1996

If you are not currently employed by East Sussex County Council, you will need to bring proof of your right to live and work in the UK to the interview. This could be your birth certificate, passport or any document which contains your name and NI number.

Finally

It is our policy to offer feedback to unsuccessful shortlisted candidates after the interview process. We are also keen to receive feedback on our own procedures. In this way, we hope you will appreciate that we intend them to be as much a two way process as possible and that everyone will be able to gain something from the experience.