

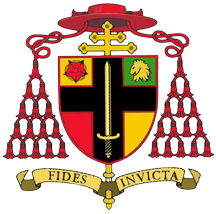
**CARDINAL HEENAN**

**CATHOLIC HIGH SCHOOL**

**Senior Assistant Headteacher**

**Application Pack**

**June 2022**



**About the role**

**As Head of Pastoral Care at Cardinal Heenan, the successful candidate will lead a year team system.**

Each student has a form tutor and a year head. There is also a behaviour support worker attached to each year group. We are also assisted in our Pastoral provision by a youth worker, a trained counsellor and an attendance officer.

We are looking for a strong communicator, with natural empathy, who works positively with other professionals and derives satisfaction from supporting children and young people.

**The Senior Assistant Headteacher will be responsible for four main areas of responsibility:**

Operating as Designated Safeguarding Lead

Strategic lead for whole school attendance Overall responsibility for behaviour and attitudes

Leading the formulation, development and promotion of school policies

# Job Description

To be read in conjunction with the Teachers’ Standards.

# Specific purposes

The specific responsibilities of the Senior Assistant Headteacher (Pastoral) fall into four key areas:

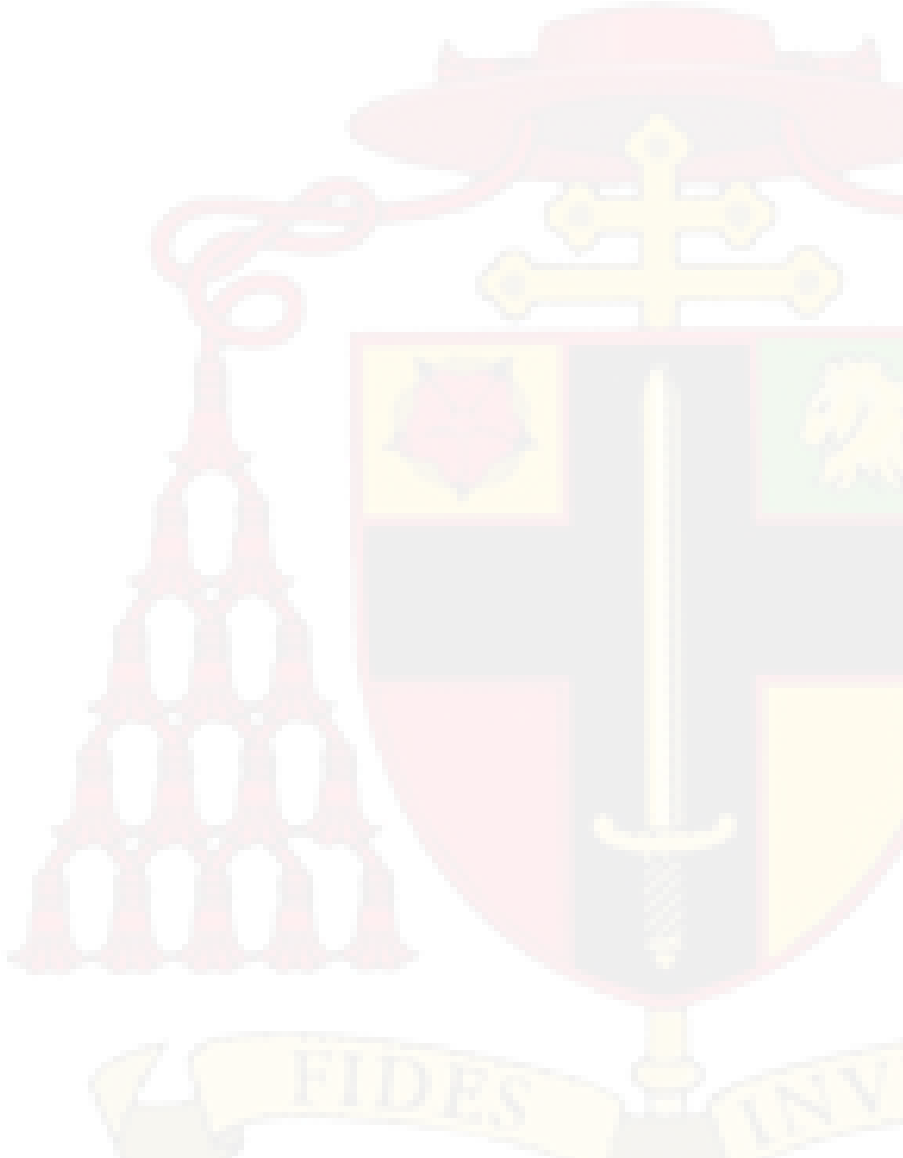
* Designated Safeguarding Lead
* Strategic lead for whole school attendance
* Overall responsibility for behaviour and attitudes
* To lead the formulation, development and promotion of school policies

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| **POST:**  SENIOR ASSISTANT HEADTEACHER (PASTORAL)  **SALARY:** L14- L18  **CONTRACT TYPE:** FULL TIME PERMANENT  **REPORTING TO:** HEADTEACHER  **RESPONSIBLE FOR:**  STAFF TO BE LINE- MANAGED  WILL BE DETERMINED ON  APPOINTMENT |

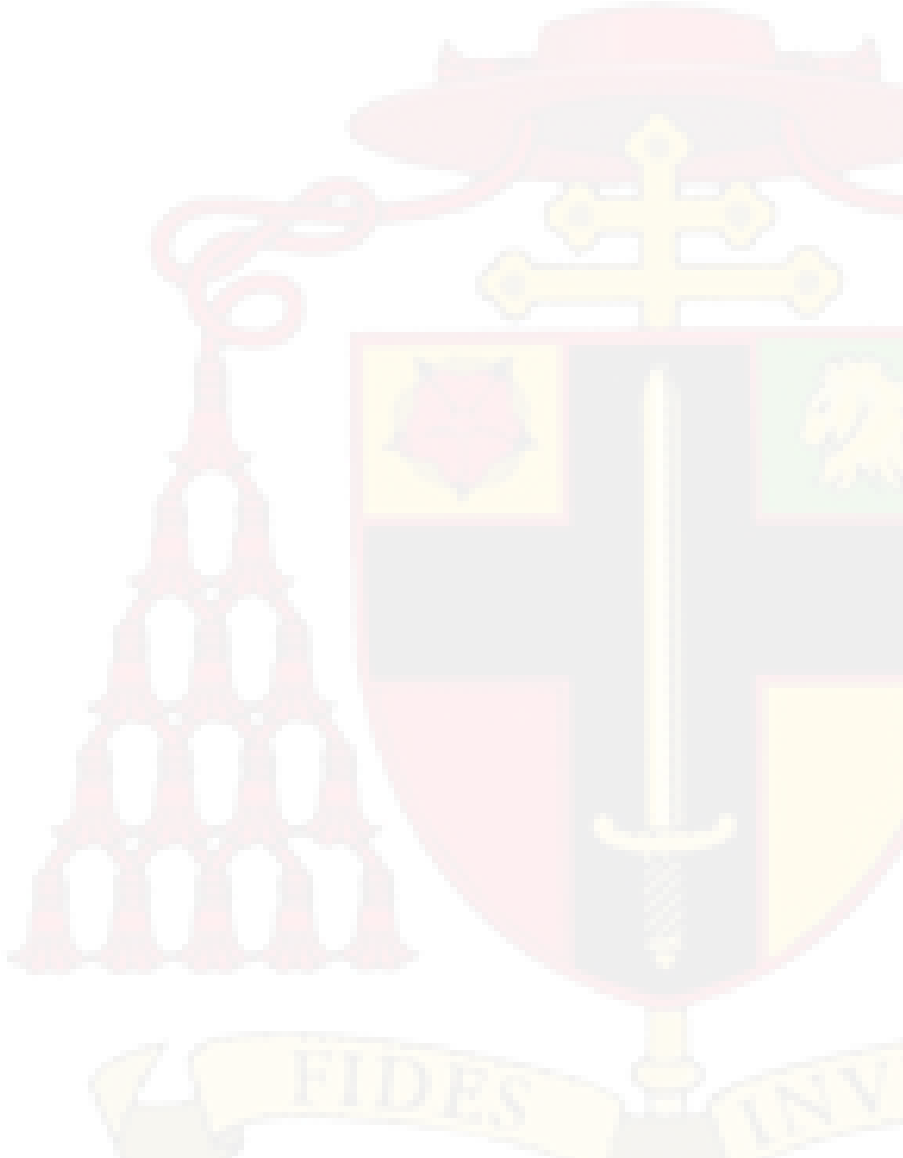


**Job Description**

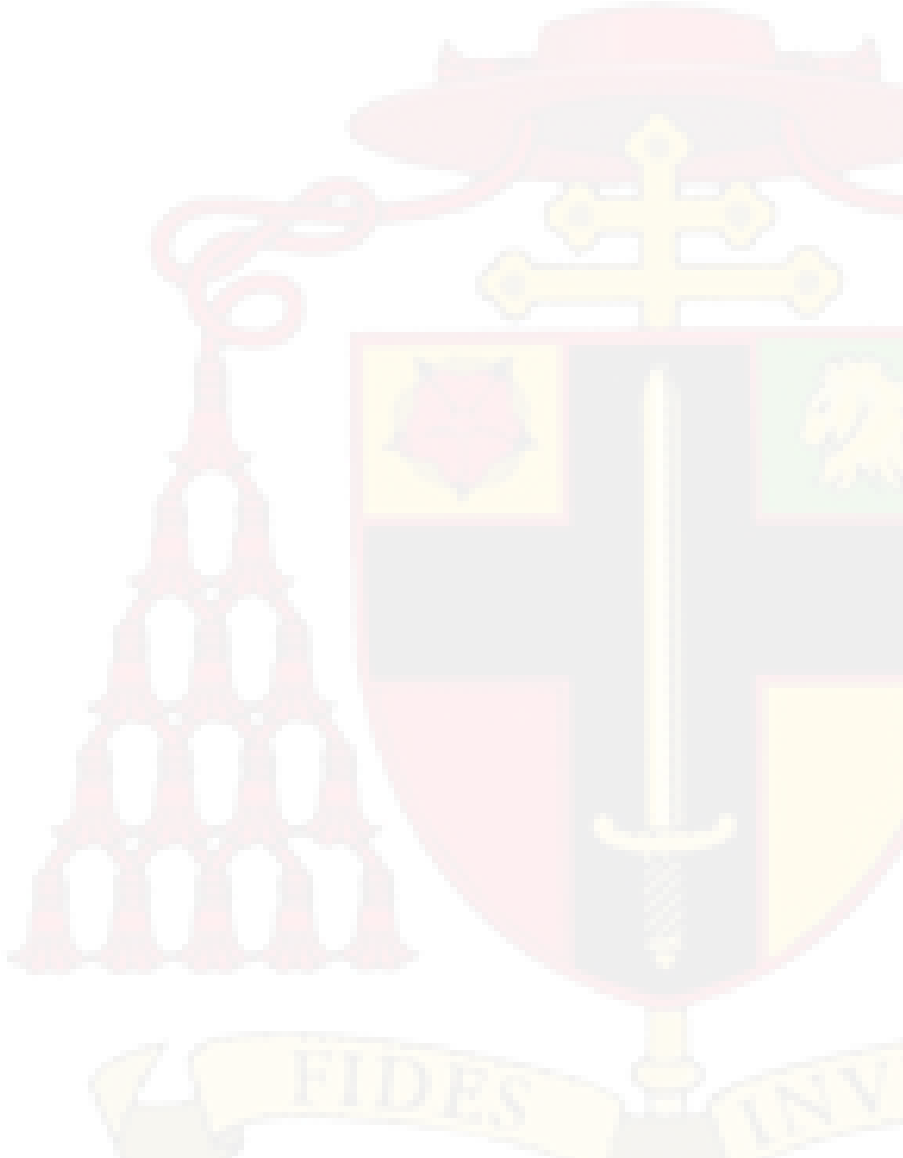
# Overall Role

* To fulfil the school’s mission statement.
* To maintain and develop the Catholic ethos, values and overall purposes of the school.
* To formulate the aims and objectives of the school and policies for their implementation.
* To acknowledge and act upon the necessity for personal professional development and to participate in the school’s scheme for performance management.
* To manage, review and appropriately develop all practical and operational aspects of the pastoral system in the school.
* To liaise with subject leaders and pastoral leaders on matters of student progress and teacher effectiveness.
* In liaison with other senior staff, to act as the key point of contact with parents and carers, maximising effective communication and common purpose in the interests of the student.
* Line management of the assigned senior staff and operational leadership of students in terms of behaviour management, welfare, educational progress and personal development.
* To be accountable to the Headteacher, for all pastoral and administrative progress and outcomes relating to students and staff within the school.
* To have responsibility for the management and ongoing review of the whole school behaviour policy and other relevant policies.
* To co-ordinate safeguarding policies and associated policies across the school.
* To have responsibility for the strategic overview of whole school attendance working with appropriate internal attendance team and external agencies.
* To have line management responsibility for the heads of year.
* Oversight of LAC.
* To promote and celebrate the successes of students in and out of school, thus fostering a positive image with stakeholders
* To use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to the school.
* To organise and offer presentations, as required, on behalf of the school at public engagements, notably involving parents and the wider community.
* To develop and evaluate strategies to ensure that ALL young people are fully engaged in the curriculum provided for them and that the schools pastoral systems underpin this.
* To lead staff on matters relating to pastoral development and implementation, providing CPD were appropriate.
* To monitor the allocation of classes to teachers so as to ensure equality of access.
* To follow the school’s monitoring and quality assurance processes across each key stage.
* To have oversight of ‘curriculum for life’, working with PSHE leaders to ensure effective delivery across the school.
* To organise the governors’ disciplinary committee meetings.
* To undertake any other duties related to senior team responsibilities.

# Improve the Quality of Education

* In conjunction with the senior team, lead the programme of CPD, in order to improve the quality of pastoral support and provision in school.
* To be fully up to date with the criteria required for assessing and monitoring The Quality of Education. To be able to share this effectively, with all staff.
* To keep governors, and other interested parties, up to date with regard to pastoral planning and quality assurance.
* To promote and celebrate the successes of students in and out of school, thus fostering a positive image with stakeholders.
* To use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to the school.
* To organise and offer presentations, as required, on behalf of the school at public engagements, notably involving parents and the wider community.
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* To follow the school’s monitoring and quality assurance processes across each key stage.
* To have oversight of ‘curriculum for life’, working with PSHE leaders to ensure effective delivery across the school.
* To organise the governors’ disciplinary committee meetings.
* To undertake any other duties related to senior team responsibilities.

# Improve the Quality of Education

* In collaboration with the senior team, plan and implement a programme of quality assurance which will measure and evaluate standards across the school.
* In conjunction with the senior team, lead the programme of CPD, in order to improve the quality of pastoral support and provision in school.
* To be fully up to date with the criteria required for assessing and monitoring The Quality of Education. To be able to share this effectively, with all staff.
* To keep governors, and other interested parties, up to date with regard to pastoral planning and quality assurance.

# Management and planning of the school pastoral system

* To research and disseminate information to all staff with regard to current pastoral provision and initiatives including the 175 Audit.
* To deploy staff in order to ensure the greatest effectiveness of the pastoral system in the most cost-effective manner.
* To liaise with external providers to ensure holistic pastoral provision for all students.
* To ensure that information on students is disseminated where appropriate.
* To take the lead in the monitoring and evaluation of all pastoral provision within the school.
* To work with Form Tutors, Heads of Year and Behaviour Support Workers to formulate aims, objectives and strategic plans for the year group which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans for the year groups and to the needs of the school.
* To link with the chaplain to ensure that the work in the key stage fully reflects the school’s distinctive ethos and mission.
* To ensure that the pastoral quality procedures meet the requirements of self-evaluation.
* To ensure that awards evenings and celebration assemblies enhance our culture of high expectations.
* Work closely with the Deputy Headteacher – The Quality of Education to ensure a symbiotic relationship between behaviour and attitudes and the quality of education.
* Collaborate with the Deputy Headteacher - Curriculum, Inclusion Officer and Assistant Headteacher - KS4 to ensure appropriate alternative provision, where necessary.

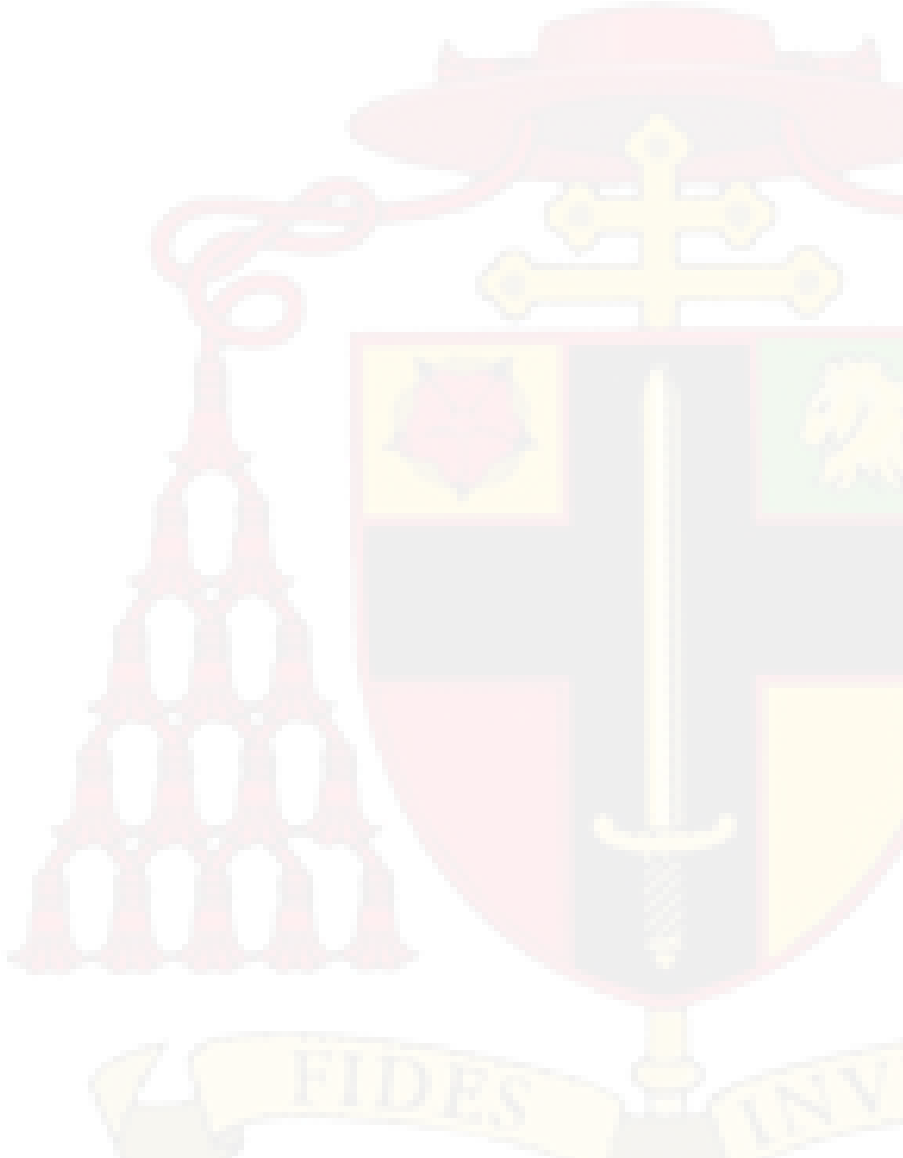
# Management and development of people

* To introduce quality professional development opportunities for staff that improve their skills, knowledge and understanding in relation to their role as form tutor and to review and monitor the impact tutors have on whole school improvement.
* To provide support to subject and year teams by linking development plan priorities, performance management objectives and whole school targets when working with subject/year teams.
* To investigate and report to the Headteacher on staff disciplinary issues linked to pastoral roles of staff.
* To maintain good relationships with all members of the school community.

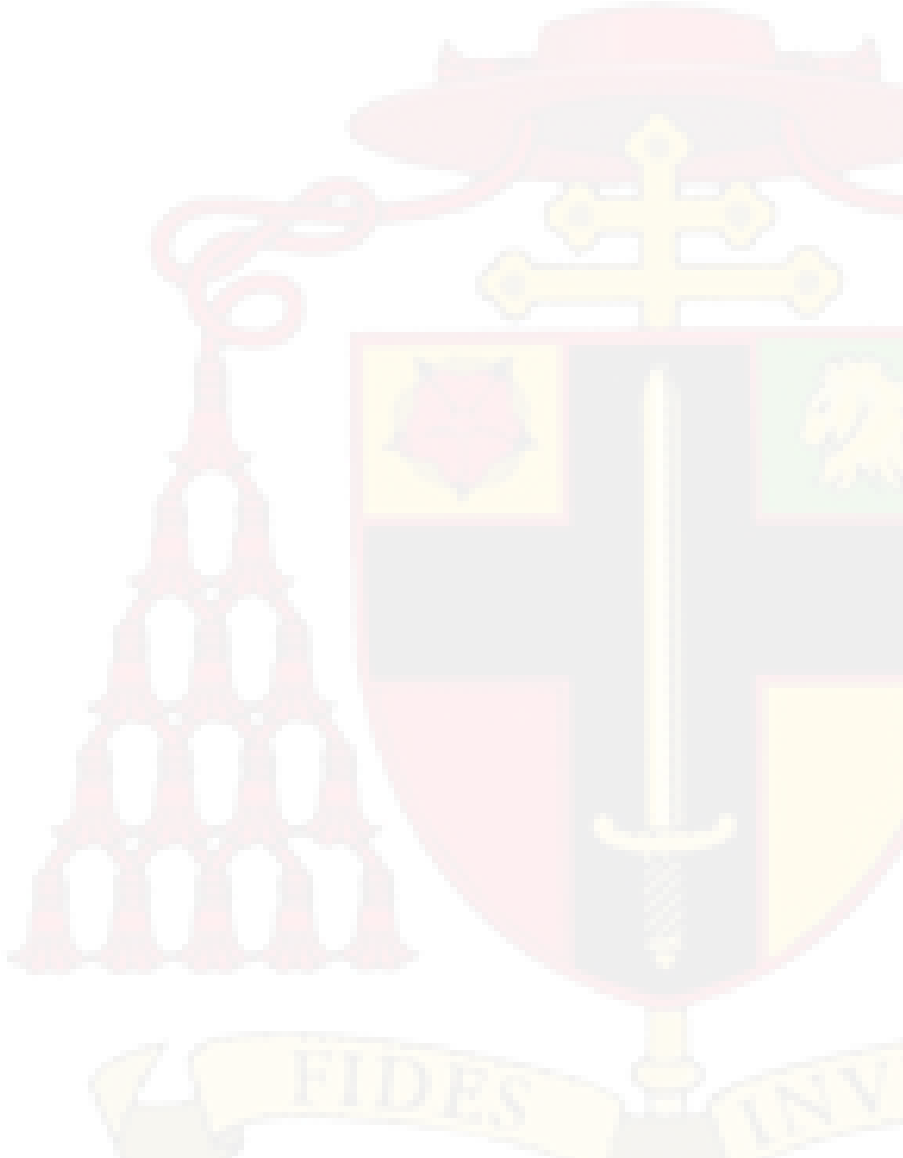
# Communication

* To develop effective strategies to share innovative and best practice within the pastoral system that contributes to whole school improvement.
* To report on progress to senior management, governors’ disciplinary committee, and any relevant external partners.
* To establish effective systems for communicating pastoral related information to school staff.
* In conjunction with senior team and heads of year (and other relevant school staff) agree responsibility for liaising and communicating with external partners.

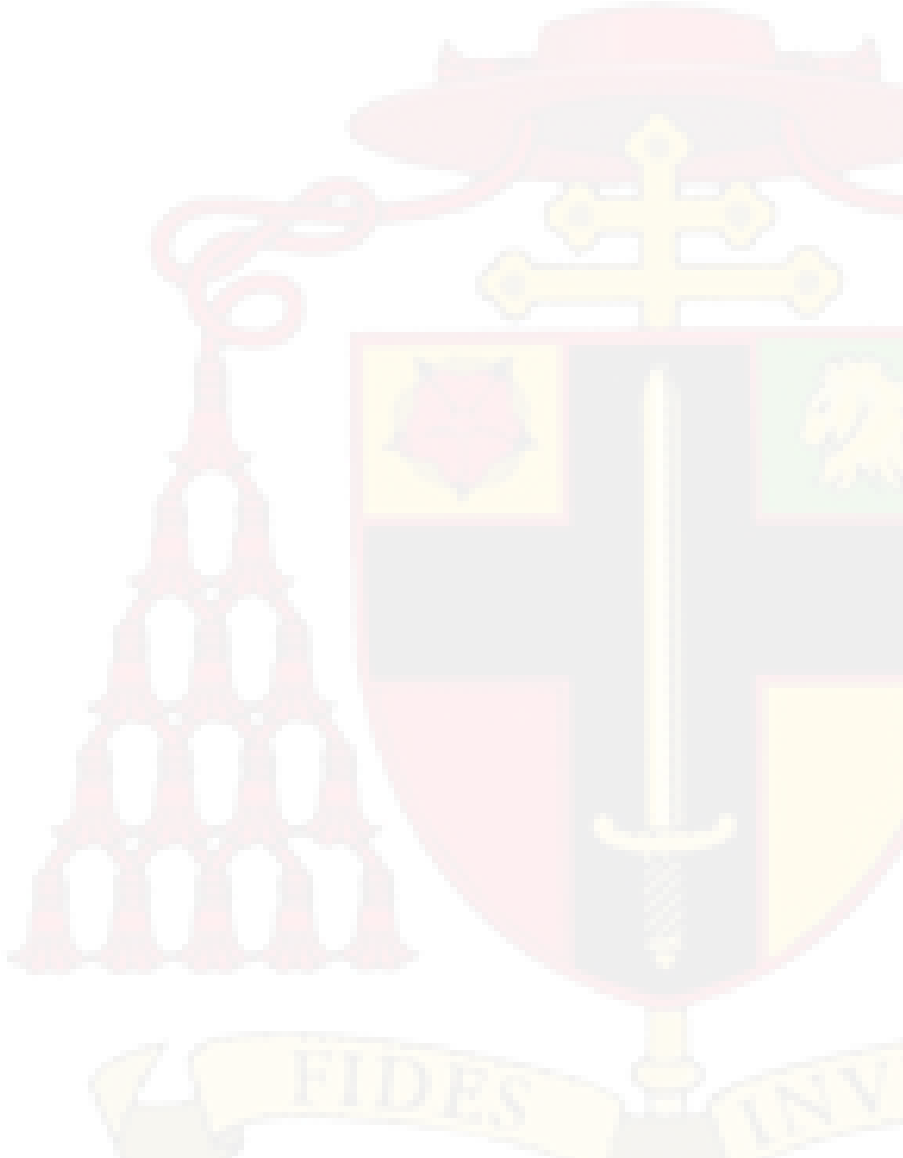
# Management of other resources

* In conjunction with senior and middle management, deploy funding and resources in support of the delivery of the school development plan to enhance curriculum provision.
* As appropriate, and in line with the national curriculum requirements, utilise national and local tools, resources and programmes to support the delivery of an inspiring and appropriate school curriculum that will motivate students and thus produce improved attainment across all three key stages.

# Personal attributes

* Outstanding interpersonal skills and emotional intelligence with the ability to lead and to work as part of a team.
* Discreet and professionally sensitive, demonstrating consistency in manner and attitude.
* Compassionate and patient in dealings with pupils, parents and staff with the ability to empathise with the challenges that life presents.
* Passionate about keeping abreast of pedagogy and best practice in pastoral care.
* Enthusiastic attitude with an ability to inspire and lead staff and pupils of all abilities.
* Entrepreneurial spirit with an eye for new opportunities and an ability to think creatively and laterally for such.
* High level of organisational skills with an ability to plan and co-ordinate complex programmes.
* Ability to mediate and resolve disputes and conflict between a range of different stakeholders.
* Strong analytical and problem-solving skills, combined with a proactive and positive approach to change management.
* Effective and energetic in instigating and implementing change.
* Unceasingly optimistic with a positive ‘can do’ attitude.
* Courage and determination in the face of challenge or criticism, with the humility to accept mistakes and seek help as necessary.

**Please note source of evidence of fulfilled criteria:**

Application Form - AF Interview - I Letter – L References – R



**Person Specification**

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| 1. **QUALITIES AND KNOWLEDGE** | **Essential or Desirable** | **Evidence** |
| Is a practising and Committed Catholic (see below) | D | AF/I/R |
| Qualified Teacher Status | E | Cert |
| Good Honours Degree | D | Cert |
| Experience as an effective leader at senior leadership level in a school | E | AF/I |
| Experience of teaching in more than one school | D | AF |
| Evidence of continuing professional development relating to Catholic ethos,  mission and religious education e.g. CCRS (Catholic Certificate in Religious Studies) | D | AF/Cert |
| Lead by example and be a positive role model with excellent communication skills | E | AF/I/R |
| Have personal impact and presence | E | I |
| Participation in a parish community | E | I/R |
| Has an understanding of the leadership role in the spiritual development of  students and staff in the school. | E | AF/I/R |
| Understanding of current educational provision and the wider school systems | E | AF/I |

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| 1. **PUPILS AND STAFF** | **Essential or Desirable** | **Evidence** |
| Have ambitious standards and high expectations for all pupils | E | AF/I/R |
| Excellent understanding of high quality teaching and learning | E | AF/I/R |
| Promote the development of the whole child | E | AF/I/R |
| Use data analysis to effectively drive whole school improvement | E | AF/I/R |
| Encourage all staff to develop their unique potential | E | AF/I/R |

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| **3. SYSTEMS AND PROCESS** | **Essential or Desirable** | **Evidence** |
| Ensure the safety of all staff and pupils at all times | E | AF/I/R |
| Promote excellent behaviour and positive attitudes to school life | E | AF/I |
| Systems for performance management to hold staff to account | E | AF/I |
| Ability to challenge under –performance | E | AF/I |
| Promote distributed leadership throughout the organisation | E | AF/I |

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| **4. SELF IMPROVING SCHOOL** | **Essential or Desirable** | **Evidence** |
| Knowledge and experience of working with other schools and organisations | E | AF/I/R |
| Effective partnerships with a range of professionals | E | AF/I |
| Use well evidenced research to achieve excellence | D | AF/I |
| Provide high quality opportunities for staff development | E | AF/I/R |
| Confident, entrepreneurial, and innovative approach to school improvement | D | AF/I |
| Source of inspiration and encouragement for all in the school community | D | AF/I |

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| **5. CHILD PROTECTION** | **Essential or Desirable** | **Evidence** |
| Ensure that the child protection policies and procedures adopted by the school are fully implemented and followed by all staff | E | AF/I |
| Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively | E | AF/I |

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| **6. SECURING ACCOUNTABILITY** | **Essential or Desirable** | **Evidence** |
| Develop a Catholic school ethos | E | AF/I/R |
| Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated | E | AF/I |
| Work with the Governing Body to enable it to meet its responsibilities | D | AF/I |
| Develop an accurate and understandable account of the school’s performance for a range of audiences | E | AF/I |
| Personally contribute to school achievements taking account of feedback from others | E | AF/I |

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| **7. STRENGHTENING THE COMMUNITY** | **Essential or Desirable** | **Evidence** |
| Build a school culture and curriculum which takes account of the richness and diversity of the community’s Catholic Christian faith | E | AF/I/R |
| Create and promote strategies for challenging racial and other prejudices | E/D | AF/I |
| Ensure learning experiences for pupils are linked into and integrated with the wider community | D | AF/I |
| Ensure a range of community based learning experiences | D | AF/I |
| Collaborate with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families | D | AF/I |
| Create and maintain an effective partnership with parents and carers | E | AF/I |
| Invite local community into school to enhance and enrich the school | D | AF/I |
| Share effective practice working in partnership with other schools | E | AF/I |

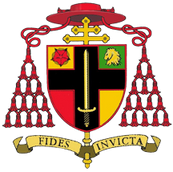
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| **8. APPLICATION FORM AND LETTER** | **Essential or Desirable** | **Evidence** |
| Application form to be completed in full and legible | E | AF |
| Supporting statement to be clear, concise and related to the specific post and appointment criteria | E | L |

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| **9. CONFIDENTIAL REFERENCES AND REPORTS** | **Essential or Desirable** | **Evidence** |
| A positive and supportive written faith reference from a priest where the applicant regularly worships | E | R |
| A positive recommendation from current employer or Headteacher | E | R |
| A second professional reference | E | R |

**What is the objective definition of a ‘practising Catholic’ for appointments to key posts in Catholic Schools?**

To objectively define what a ‘practising Catholic’ is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute ‘practice’ of the faith in the teaching of the Catholic Church. The Church’s general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church’s mission to make Christ known to all peoples, by upholding privately and publicly the Church’s moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the ‘practice’ of the Catholic faith in its widest and all-encompassing sense. At the heart of these general obligations though, there are essential components for “full communion” with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and ‘practising Catholic’.

See also our **Memorandum on Appointment of Teachers in Catholic Schools document**



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