



St Francis of Assisi Catholic Technology College

“Nil Satis Optimum”



Catholic Deputy Headteacher
Candidate information



St. Francis of Assisi is a mixed 11-19 Catholic Technology College situated on the eastern fringe of Walsall local authority, within the Diocese of Birmingham. Following our most recent Ofsted Inspection the school is judged to be Good. Additionally, a recent Section 48 Inspection reported that Catholic Life and Religious Education are Outstanding. We are on a journey towards outstanding and want to appoint a Deputy Head Teacher who can help to lead us in this.

The school has recently appointed a new Head Teacher and is entering an exciting phase in all areas of school life. The new Head Teacher is committed to leading the school to Outstanding and continuing to develop a leadership team capable of driving progress forward and improving outcomes for all students.

The school itself comprises of well maintained buildings adjacent to its own extensive playing fields. The teaching area forms a quadrangle around the school chapel, the focal point of the school. We have excellent facilities and space.

Our school is oversubscribed in year 7 and is popular and well respected by the local communities. We also have an ARP (Additional Resourced Provision) where students who are Dyslexic can be supported by specialists in an inclusive setting.



The annual intake into the school is 180 students and the roll for September 2017 is 1077. The traditional catchment area of the school has been South Staffordshire, principally Tamworth and Lichfield, as well as the locality around Aldridge, Streetly and into North Birmingham. In recent years there has been a significant and sustained interest from families in Walsall. The intake is predominantly Catholic with a small number of children from families of other denominations who make a specific commitment to this school.

The school consistently performs well in the borough. We offer many extra-curricular activities, including residential trips to Aberdovey, the LA Field Centre in Wales, skiing in Italy, regular MFL and History visits to Europe, the annual Diocesan trip to Lourdes and a host of other activities. After-school clubs include Choir, Sports, ICT, Reading, Art and Drama.

ETHOS OF THE SCHOOL

We aim to develop the whole person – academically, morally and physically. A principal aim of the school is the spiritual growth of each student, not simply growth in their faith but in their awareness of the world as a place where their witness to the Gospel values of Love, Truth, Peace, Justice and Forgiveness is called for. The religious life of the school permeates all aspects of the curriculum and determines both staff and students' positive approach to school life. Governors expect all who come to work here in whatever capacity to support our Catholic ethos.

Every member of our school community is valued and we endeavour to fulfil the potential of all who attend here. The emphasis on the equal worth of each student stems from the belief that each has individual and unique God-given talents and opportunities must be provided for their growth and development.

Emphasis is put on academic excellence and high standards of student behaviour. Certain traditional characteristics underpin our whole approach, principally the expectation of firm but fair discipline, regular homework/ISAs (Independent Study Assignments) and compulsory school dress. St. Francis continually seeks to enhance its reputation for the highest social and academic standards.



Job description

Salary: L20 – L24

Responsible to: The Headteacher

1. 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 Deputy Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.
- This job description may be amended at any time, following consultation between the Headteacher and the Deputy Headteacher and will be reviewed annually.

2. Core purpose of the Deputy Headteacher

- To set the context, 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 students. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.
- The core purpose of the Deputy Headteacher is to support the Headteacher in ensuring that:
 - ° The school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham.
 - ° Religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.
 - ° Religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.

° The school provides high quality teaching and 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: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; and 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.

General duties and responsibilities

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

Key areas of responsibility

1. Shaping the future

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



Actions

The Deputy Headteacher supports the Headteacher in:

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.

° The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.

- Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.

° Establishing a commitment amongst students, staff and parents to the school's mission in partnership with the governing body and through the example of personal conviction.

- Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.

° Creating a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.

° Ensuring there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church process and supported through any transition.

- Effectively manage the human and physical resource allocation, including designated budgets, in line with agreed school policy

- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.

- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading teaching and learning

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

Actions

The Deputy Headteacher supports the Headteacher in:

- Ensuring a consistent and continuous schoolwide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning.

- Devising appropriate curriculum models to meet the needs of our students.

- Ensuring that learning is at the centre of strategic planning and resource management.

° Securing high quality religious education for all students in accordance with the teachings and doctrines of the Catholic Church.

° Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church and to ensure that value for money is achieved and standards are raised.

- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.

- Establishing creative, responsive and effective approaches to learning and teaching.

° Creating and maintaining an effective partnership with parents to support and improve students' achievement and personal development and furthering the distinctive Catholic nature, purposes and aims of the school.

° Developing effective links with the parishes and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.

- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework.

- Leading the work of Heads of Department in improving standards in all subject areas.

- Co-ordinating and implementing the school self-evaluation and review framework.

- Initiating appropriate Diocesan, National Strategy, Local Authority approaches to support students and teachers.

- Advising the Headteacher and Governing Body on all matters relating to learning and teaching by means of written reports and briefings.

- Line managing identified members of the middle leadership.

- Completing in collaboration with other members of the Senior Leadership Team, the School Self Evaluation Form.

- Effectively manage the change agenda ensuring all staff within the school are well briefed and involved in the decision making.

- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.



Job description Contd.

3. Developing self and working with others

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

Actions

The Deputy Headteacher supports the Headteacher in:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.

- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to promote an appropriate work/life balance.

4. Managing the organisation

- In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.
- The Deputy Headteacher helps provide effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self-evaluation. The Deputy Headteacher also helps deploy people and resources efficiently and effectively to secure the school's aims and mission through meeting specific objectives in line with the school's strategic plan and financial objectives.

Actions

The Deputy Headteacher supports the Headteacher in:

- Creating an organisational structure which reflects the school's values, and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence based improvement plans and policies for the development of the school and its facilities.

- Ensuring that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.

- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.

- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

- Using and integrating a range of technologies effectively and efficiently to manage the school.

5. Securing accountability

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



Actions

The Deputy Headteacher supports the Headteacher in:

- Developing the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflecting on personal contribution to school achievements and take account of feedback from others.

6. Strengthening community

- In a Catholic school there is a special relationship with the parishes and the church, as well as the local community with its distinctive social context.

Actions

The Deputy Headteacher supports the Headteacher in:

- Building a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Building a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.

- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.

- Proactively support the Church's call to defend the faith by ensuring learning experiences for pupils which are linked into and integrated with the wider community and which promote commitment to serving the common good and communion with the wider-world.

- Ensuring a range of community-based learning experiences.

- Collaborating with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.

- Creating and maintaining an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.

- Seeking opportunities to invite parents and carers, the parishes, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.

- Fulfilling commitments arising from contractual accountability to the governing body.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

- Co-operating and working with relevant agencies to protect children.

7. Safeguarding children and safer recruitment

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

Actions

The Deputy Headteacher should support the Headteacher in ensuring that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.





Person specification

As a Catholic School, this post requires the successful candidate to be a practising Catholic who can show an understanding of how their faith can help in achieving the Catholic ethos of the school. Governors will consider applications on the basis of each candidate's ability to meet the criteria below.

Category	Essential	Desirable	Source
	<ul style="list-style-type: none"> Applicants will show excellent capacity in the national standard areas for Headship and will have the ability and desire to be a Headteacher within three to five years. 		I
1. Faith commitment	<ul style="list-style-type: none"> A practising and committed Catholic Secure understanding of the distinctive nature of the Catholic school and Catholic education Understanding of leadership role in spiritual development of pupils and staff Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> Evidence of participation in faith life of the community Strengthening community Experience in leading acts of worship in Catholic schools 	A, I, R
2. Qualifications	<ul style="list-style-type: none"> Qualified teacher status A degree or equivalent professional qualification 	<ul style="list-style-type: none"> Postgraduate level qualification NPQH award or Leadership Pathways certification CCRS or equivalent 	A
3. Experience	<ul style="list-style-type: none"> Successful experience of leading one or more subject areas Substantial, successful teaching experience Successful experience of leading whole school initiative(s) Significant experience of dealing with whole school issues 	<ul style="list-style-type: none"> Recent experience in a Catholic voluntary aided school Experience as Assistant Headteacher Teaching experience in at least two of the three key stages: KS3, KS4 and post-16 Leadership in one or more subjects/areas Experience of teaching in more than one school 	A, I
4. Professional knowledge and understanding	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management Leading teaching and learning Developing self and others 	<ul style="list-style-type: none"> Evidence of continuing professional development relating to Catholic ethos, mission and religious education Experience of working with other schools/organisations /agencies Experience of leading/coordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs Successful experience of developing other staff Working knowledge of Safeguarding and dealing with appropriate external agencies. 	A, I

Person specification contd.

Category	Essential	Desirable	Source
5. Strategic leadership	<ul style="list-style-type: none"> Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils Understanding of and commitment to promoting and safeguarding the welfare of pupils' Understanding of and commitment to promoting the wellbeing of staff Evidence of having successfully translated vision into reality at whole-school level 	<ul style="list-style-type: none"> Knowledge of the role of the governing body in a Catholic voluntary aided school Shaping the future - evidence of leading innovation within a school or group of schools 	A, I
6. Teaching and learning	<ul style="list-style-type: none"> A secure understanding of the requirements of the national curriculum 11-16 and post-16 development Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning Experience of effective monitoring and evaluation of teaching and learning Secure knowledge of statutory requirements relating to the curriculum and assessment Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> A secure understanding of the requirements of the Curriculum Directory for Religious Education Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management Securing accountability - successful management of staff to achieve their potential while prioritising their wellbeing 	A, I
7. Leading and managing staff	<ul style="list-style-type: none"> Experience of working in and leading staff teams Ability to delegate work and support colleagues in undertaking responsibilities Experience of performance management and supporting the continuing professional development of colleagues Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> Managing the organisation Experience of working with governors to enable them to fulfil whole-school responsibilities Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school Understanding of how financial and resource management enables the school to achieve its educational priorities 	A, I

Category	Essential	Desirable	Source
8. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively, orally and in writing to a range of audiences (e.g. staff, students, parents, governors, parishioners and clergy) Experience of effective whole-school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and governors Secure understanding of strategies for performance management Leading sessions to inform parents 	<ul style="list-style-type: none"> Experience of presenting reports to governors Understanding the criteria for the evaluation of a Catholic school Experience of offering challenge and support to improve performance 	A, I
9. Skills, qualities and abilities	<ul style="list-style-type: none"> Strong commitment to the mission of a Catholic school Commitment to their own spiritual formation and that of students and staff Ability to inspire, challenge, motivate and empower teams and individuals to achieve Ability to build and maintain quality relationships through interpersonal skills and effective communication Respect for the unique dignity of each person in how they work Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people Manage and resolve conflict Demonstrate a capacity for sustained hard work Demonstrate resilience and optimism Demonstrate impact and presence 		A, I
10. Confidential references and reports	<ul style="list-style-type: none"> Positive and supportive faith reference from priest where applicant regularly worships Positive recommendation in professional references from current employer (Chairman of Governors or Headteacher) Good health and attendance record 		
11. Application form and supporting statement	<ul style="list-style-type: none"> The application form must be completed and legible. The supporting statement should be clear, concise and related to the specific post (maximum two sides of A4, font size 12, font Comic Sans). 		



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